DOCUMENT RESUME

ED 186 656 CE 025 024

AUTHOR	Wentworth, Robert B., Ed.
TITLE	Correspondence Education: Dynamic and Diversified. Volume 2: Proceedings with the Additional Papers. International Council for Correspondence Education World Conference (11th, New Delhi, India, November 8-15, 1978).
INSTITUTION	International Council for Correspondence Education.
PUB DATE	79
NOTE	306p.; For a related document see CE 024 023.
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Correspondence Schools; *Correspondence Study; *Counseling Techniques; *Educational Administration; Educational Finance; *Educational Research; Educational Trends; *Foreign Countries; Home Study; Independent Study; Marketing; Student Characteristics; *Teaching Methods

ABSTRACT

This second volume of a two-volume report on the Eleventh World Conference of the International Council for Correspondence Education (ICCE) contains conference proceedings and additional papers. (The advance papers are presented in volume 1.) Presented along with the outline of the conference sessions is other related information such as an evaluation of the conference, guideline documents, and the ICCE constitution. Fourteen conference papers are included and organized into the following five categories: (1) correspondence education in general; (2) administrative practices; (3) teaching methods; (4) student counseling; and (5) applied research. Some of the topics addressed by these papers are adult education; Indian education; financial concerns; marketing concerns; student motivation; courses by cassette; research trends; and research data describing correspondence education students. (BM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U S DEPARTMENT OF HEALTH.
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

B. Singh

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED186656

CE 025 024

icce

international council for correspondence education

Correspondence Education: dynamic and diversified

Edited by Robert B Wentworth

Volume 2 The Proceedings with The Additional Papers

Eleventh World Conference
Ashoka Hotel
New Delhi, India
8-15 November 1978

MAY 27 1980

2

Printed in England by
H Johnstone & Co of Tuition House, London, 1979

TABLE OF CONTENTS

Theme: Correspondence Education; dynamic and diversified
—through administrative practices
—through teaching methods
—through student counselling
—through applied research

I. The Proceedings of the Eleventh World Conference of the International Council for Correspondence Education

Page

The President's Preface 7

Delegates attending the Eleventh World Conference -
  Alphabetical 9
  Geographical and Institutional 24
  Registered non-delegates 31

The opening session of the conference:

(a) Host's welcome to the Vice-President of India, Shri B.D. Jatti 32
(b) ICCE President's welcome to the Vice-President of India 33
(c) Speech of the Hon. Shri B.D. Jatti on opening the conference ... 34

The conference programme (as actually presented) in outline form 36

The conference business sessions

  Minutes of the First Business Meeting 8 November 1978 52
  Minutes of the Second Business Meeting 14 November 1978 69

The conference programme (academic meetings) in detail with rapporteurs' reports and references to papers in Volumes 1 and 2 78

Cultural and social activities during the conference: a personal view 162

Notes on the exhibit of educational materials 165

Remarks of Professor Bakhshish Singh on becoming ICCE President . 166

An evaluation of the conference (based on questionnaire returns) with contents by the programme committee chairman 168

Fifty fabulous photos (montages) 182

ICCE group photo (foldout).. 191

The post-conference tour to Nepal : a personal view 193

Guideline Documents - *accepted by the First Business Meeting and printed for permanent record*
(1) Guidelines for Hosts to and Managers of World Conferences 195
(2) Guidelines on - the appointment and work of ICCE Committees
the duties of ICCE officers 207

The Constitution of the International Council for Correspondence Education 216

II. The Additional Papers 219

General

Dr. James Draper: Overview: adult education. Comments on the worldwide scene 221

Dr. Malcolm Adiseshiah: Overview: Indian education 227

Administrative practices

George Dawson: How to decide what price to charge for a correspondence course 233

A.B. Dixon: Doing it differently at the University of Waterloo: advertising experiments 236

Bruce R. Scriven: Come fly with me -- using flying tutors to teach art and pottery 242

Teaching methods

Dr. James D. Leslie: Doing it differently at the University of Waterloo: courses by cassette 245

Student counselling

Dr. M. Habeeb Ghatala: How can we best motivate students as a group and individually? (a sociologist's view) 250

Dr. Elizabeth S. Ghatala: How can we best motivate students as a group and individually (a psychologist's view) ... 254

Ian McD. Mitchell: Some critical questions about counselling the distance learner 258

Applied research

Dr. Ripley S. Sims: New trends in correspondence education .. 265

Lucia Radler dos Guaranys:	Correspondence schools: a strategy for Educational Development in Brazil	283
George Idle, Dr. Thomas Kennedy & Nancy Brown:	Study patterns of successful external students	288
Dr. Otto Peters:	What do we know about our students? Research in progress on the living world of Fernuniversität students	296
Prof.. Naomi E. McIntosh:	What do we know about our students? Recent research on women in distance education. The Open University experience	303

I THE PROCEEDINGS OF THE ELEVENTH WORLD CONFERENCE OF THE INTERNATIONAL COUNCIL FOR CORRESPONDENCE EDUCATION

THE ICCE PRESIDENT'S PREFACE

This book, together with its companion "Volume 1 The Advance Papers" aims to give a full and thorough record of the Eleventh World Conference held in New Delhi from 8 to 15 November 1978. It aims also to record the true flavour of what transpired.

These aims are important, for the Proceedings of ICCE's World Conferences are its shop window and of interest to more than just the members and conference delegates. Over 200 copies of the Proceedings of past conferences were sold between 1975 and 1978.

ICCE with its wide membership plays a vital role in enhancing the standing of Correspondence Education throughout the world. Its category B status with UNESCO, which has asked ICCE to supply 50 copies of these Proceedings, is evidence of this. We look forward to further close co-operation between the two organisations.

"Volume 2 The Proceedings" contains all the items customarily on record from a world conference, but in addition it records out-of-conference activities, the post-conference tour and contains some important guidelines approved by the Council while in New Delhi for the benefit of future conference hosts and ICCE officers. Quite uniquely there is an analysis of the conference itself based on questionnaires submitted by the delegates as the conference was closing.

In its 40th year ICCE created a number of "firsts" -

1. It held its World Conference in a developing country.
2. Over 70 of the delegates flew from Europe to New Delhi in one jumbo jet.
3. A programme spread over a full week with a two-day break in the middle.
4. A visit during this break to the world famous Taj Mahal.
5. A post-conference tour of almost a week in which over 50 delegates participated. The camaraderie which blossomed during the sessions and cultural activities of the conference grew even more during this tour.

In expressing thanks to our Indian hosts, I mention particularly the Vice-President of India who opened our conference and the Union Minister of Education, who afterwards entertained the delegates to dinner.

Throughout my period of office I have been tremendously supported on all sides, particularly by the members of the Executive Committee and the Admin Advisory Staff. For the production of these two volumes, especial thanks are due to Treasurer George Dawson, whose careful budgeting has ensured that funds are available to publish them, and to Programme Committee Chairman Bob Wentworth, whose diligent editing ensured readable books promptly published.

Thanks also to our unofficial, but nevertheless highly professional photographer, Ted Estabrooke. Finally, on behalf of the officers, staff and myself thanks to all the members of the ICCE who co-operated in making the Eleventh World Conference a success, especially those who contributed papers and those who sent in their reports on the conference sessions promptly.

My best wishes go to all the new team, especially to President Bakhshish Singh, who, after all his hard work both as Vice-President during 1975-78 and as Host to the Eleventh in New Delhi, now leads ICCE towards its next world Conference.

June 1979

David M Young
President of ICCE
1975 - 1978

ALPHABETICAL LIST OF DELEGATES ATTENDING

* Member of ICCE

Al Khateeb Dr A	Certification In-Service Teacher Training Institute	PO Box 8300, Amman Jordan
Al Rawi Prof	Arlo (Alecso)	Arlo Arab Literacy and Adult Education Organisation 113, Abou Nawas Street Baghdad, Iraq
Ali Mr Abdul Haq	In-Service Educational Training Centre	Ministry of Education PO Box 43, Bahrain
Amin Mr B A K	Teacher Training Institute	Ministry of Education Baghdad, Iraq
Anand Mr R K*	School of Correspondence Courses	Delhi University 5 Cavalry Lines, Delhi India
Anand Mr S P *	Directorate of Correspondence Courses	Punjab University, Chandigarh, India
Anderson Dr N *	International Correspondence Institute	Chaussee de Waterloo 45 1640 Rhode Street Genese, Brussels Belgium
Ansere Dr J K *	Correspondence Unit, Institute of Adult Education	University of Ghana, P O Box 31, Legon, Ghana
Arora Dr R K *	Directorate of Correspondence Courses	Punjab University Chandigarh, India
Ashai Prof M S	Kashmir University	Directorate of Correspondence Courses Hazratbal, Srinagar 6 India

Bååth Mr J A *	Hermods	S-205 10 Malmo Sweden
Bakshi Mr T S *	Athabasca University	14515 - 122 Ave Edmonton, Alberta Canada
Benier Mrs G *	Institut de Formation du Crédit Agricole Mutuel	48 Rue la Boetie 75009 Paris, France
Berman Mr I *	Continental Schools	1330 West Olympic Bvd Los Angeles, California USA
Berman Mrs S S	Continental Schools	1330 West Olympic Bvd Los Angeles, California USA
Bhagat Mr R D *	British Institute of Engineering and Technology	54, Janpath New Delhi 110001 India
Bhatuagar Dr S *	Directorate of Correspondence Courses	Punjab University Chandigarh, India
Buss Mr J H *	Capricornia Institute of Advanced Education	M S 76, Rockhampton 4700 Queensland, Australia
Campbell Mrs A *	Centre for Continuing Education	The University of Columbia Vancouver, Canada
Carbery Mr M *	Hadley School for the Blind	700 Elm Street Winnetka, Illinois, USA
Carr Mr R	Centre of International Co-operation and Services	The Open University Walton Hall, Milton Keynes, England

Castan Mr C *	University of Queensland	Dept of External Studies St Lucia 4067 Queensland, Australia
Chandra Dr J N	Kerala University	Directorate of Correspondence Courses Kariavattam, Trivandrum 695581, India
Chele Mr A T *	Lesotho Institute for Further Education	PO Box MS 110, Maseru Lesotho
Cormier Mr R A *		1535 Av Bernard, Outremont, Canada
Cowham Mr F L	Association of British Correspondence Colleges	6 Francis Grove, London SW19 4DT
Culling Mr G	British Council	21 Jor Bagh, Delhi, India
Daniel Mr J S *	Athabasca University	14515 122 Ave Edmonton, Alberta Canada
Dawson Mr G E *	The Rapid Results College	Tuition House, London SW19 4DS
Delling Mr R M *		Autenriethstrasse 3 D7400 Tubingen 1 Germany
Dewal Dr O S	NCERT	Centre for Educational Technology Sri Aurobinde Marg Delhi, India
Dixon Dr A E *	Correspondence Programme University of Waterloo	Waterloo, Ontario Canada

Doeling Mrs K J *	Alberta Correspondence School	402-10040-116th St Edmonton, Alberta Canada
Du Casse Mr M V *	School of External Studies	Royal Melbourne Institute of Technology 167 Franklin Street Melbourne, Australia
Dutt Mr R *	School of Correspondence Courses	Delhi University 5, Cavalry Lines Delhi, India
Erdos Miss R F *	University College Swiziland	SIEC, PO Box 547, Mbabane Swaziland
Estabrooke Dr E *	American School	850E 58th Street Chicago, Illinois 60637 (USA)
Fairhall Mr G R	Riverina College of Advanced Education	267 Bernhardt St Albury, New South Wales Australia
Faluyi Dr D O *	Correspondence College Management and Technology	PO Box 800 Ikeja, Lagos, Nigeria
Farrant Mr J S	Commonwealth Secretariat	Marlborough House Pall Mall London SW1Y 5HX, England
Figur Dr B S *	Alberta Correspondence School	Department of Education Edmonton, Alberta Canada

Fineza Dr A O *	Distance study System	Ministry of Education and Culture PO Box 1582, Manila, Philippines
Flattery Dr G *	International Correspondence Institute	Chaussee de Waterloo 45 1640 Rhode Street Genese, Brussels Belgium
Foks Mr J *	School of External Studies	Royal Melbourne Institute of Technology 167 Franklin Street Melbourne, Australia
Fowler Mr W A *	National Home Study Council	1601 18th Street, NW, Washington DC USA
Gagnon Miss G *	University of Ottawa (Retired)	1807 Riverside Drive 601 Ottawa, Canada
Gandotra Mr K L *	Directorate of Correspondence Courses	Jammu University Gita Bhavan Parade Ground Jammu, India
Garrigou Mr J *	Institut de Formation du Crédit Agricole Outuel	48 Rue la Boetie 75008 Paris, France
Ghatala Dr M H *	Weber State College	3750 Harrison Blvd Ogden, Utah, USA
Goodenough Ms S	Centre of International Co-operation and Services	The Open University Walton Hall Milton Keynes, England
Goodman Mr R D *	University of Queensland	Dept of External Studies Queensland, Australia

Grant Mr M C *	Adelaide College of Advanced Education	46-48 Kintore Ave Adelaide, South Australia
Grepperud Mr E *	NKI-Foundation	Prof. Kohtsvei 108 1320 Stabekk Norway
Guaranys Mrs L *	Programa Eciel	Praia de Botafogo No 242-3 Andar Caixa Postal 249 Rio de Janairo, Brazil
Guiton Mr P de C *	Murdoch University	External Studies Unit Western Australia 6153
Gunatilleka Dr P *	Sri Lanka Institute of Distance Education	PO Box 150 Colombo 7, Sri Lanka
Gupta Dr A K *	Model Institute of Education	B C Road Jammu 180001, India
Gupta Mr H C *	School of Correspondence Courses	Delhi University 5 Cavalry Lines Delhi, India
Gupta Dr B S *	Kurukshetra University	Kurukshetra, India
Gupta Dr R K	NCERT Delhi	Aurobindo Marg Delhi, India
Haddad Mr H	Department of Continuous Training	Damascus, Syria
Hajek Dr M *	Linguaphone Institute	108 Cromwell Road London SW7 England
Henriques Mr R *	BIET	54 Janpath, New Delhi, India
Hermanus Mr F	CEMPAE Research Institute	Insurgentes Mixcoac, Mexico City

Heslep Miss R A *	Alberta Correspondence School	Government of Alberta Dept of Education Edmonton Alberta, Canada
Hill Miss J M *	Alberta Correspondence School	10712-129 Street Edmonton, Alberta, Canada
Hirsch Dr M C	Bundesmin für Bildung	Heinemann Str 2 D53 Bonn 2, Germany
Holmberg Dr B *	Fernuniversität Hagen	Kyrkogatan 17 22222 Lund, Sweden
Houry Mr T R *	Beirut Arab University	PO Box 11 - 5020 Beirut, Lebanon
Idle Mr G A *	Western Australian Institute of Technology	7, Lilika Road City Beach 6015 Western Australia
Im Dr In Jae	The Korea Junior College of the Air	College of Education Seoul National University Korea
Jayagopal Prof (Dr)	Madras University	Dept of Adult and Continuing Education, Madras, India
Jayawardana Mr W A *	University of Sri Lanka	External Services Agency PO Box 762 5 Elibank Rd, Colombo 5, Sri Lanka
Jenkins Ms J	International Extension College	131 Hills Road Cambridge, England

Kamat Mr K N	Education Department	Municipal Corporation of Bombay, Bombay India
Kassis Mr G *	UNESCO Extension Services Unit	Institute of Education UNRWA HQ, PO Box 484 Amman, Jordan
Keegan Mr D J *	South Australian College of External Studies	School of General Studies 208 Currie Street Adelaide, Australia
Kempfer Dr H *	Institute for Independent Studies	5614 Boynton Place Richmond, Virginia, USA
Kennedy Dr T	Western Australian Institute of Technology	Hayman Road Bentley, Western Australia
Khogali Mr A	ISETI	Khartoum PO Box 278 Sudan
Krishnamurthy Prof R *	Osmania University	Institute of Correspondence Courses Hyderabad 500 - 007, India
Kulshreshtha Dr O P *	Sri Lanka Institute of Distance Education	PO Box 1505, Colombo 7, Sri Lanka
Lampikoski Mr K *	Institute of Marketing	Toolontullinkatw 6 00250 Helsinki 25 Finland
Lee Dr Eung Baik	The Korea Junior College of the Air	College of Education Seoul National University Korea
Leslie Dr J D *	Correspondence Programme University of Waterloo	Waterloo, Ontario Canada
Leton Mrs C U	Nigerian Federal Ministry of Education	Vocational & Non-Formal Section 1 - 3 Moloney Street Lagos, Nigeria

Linemayr Dr R *	Humboldt - Fernlehrinstitut	Schloglgasse 10 1125 Vienna, Austria
Ljoså Mr E *	Norsk Korrespondanseskole	Industrigt 41 Oslo 3, Norway
McIntosh Prof (Mrs) N *	The Open University	Walton Hall, Milton Keynes, England
McLean Mr K W	Retired, Education Consultant	Unit 31, Onslow Towers Onslow Road, Shenton Park Western Australia
Mainusch Prof Dr H *	Universitat Munster (Englisches Seminar)	Johannisstrasse 12-20 D 4400 Munster West Germany
Mallikarjunappa Prof H *	Mysore University	Correspondence Courses Mysore 570 005 S India
Mantere Mr P	Institute of Marketing	Toolontullinkatw 6 00250 Helsinki 25 Finland
Matemu Mr O J	Institute of Adult Education	PO Box 20679 Dar-es-Salaam, Tanzania
Metcalfe Mr E	Business Training Ltd	Speakers House 39 Deansgate, Manchester
Mickasch Miss H D	Deutsches Institut für Fernstudien	Wohrdstrasse 4 D7400 Tubingen, Germany
Milanesi Mrs S B de *	Universidad La Salle de Sud America	Independencia 388 Casilla de Correo 9 1653 Villa Ballester Buenos Aires, Argentine
Mishra Dr M L *	Rajasthan University	Institute of Correspondence Courses & Continuing Educ. Jaipur 302004, India

Mitchell Mr I McD *	Adelaide College of Advanced Education	Kintore Avenue, Adelaide 5000 S Australia
Miyanda Dr T H	National Correspondence College	Ministry of Education Private Bag 20 Luanshya, Zambia
Mkomawanthu Mr F A P *	Malawi Correspondence College	Private Mail Bag 302 Chichiri Blantyre, Malawi
Mkuye Mr M S	Institute of Adult Education	PO Box 20679 Dar-es-Salaam Tanzania
Morrison Cpt, R G	National Marine Correspondence School	28 Hamilton Street Birkenhead Merseyside L41 1AL England
Mungai Mr J	Board of Adult Education	PO Box 30117 Nairobi Kenya
Muller Dr Klaus		Konrad-Adenauer Str 46 D7407 Rottanburg 1 Germany
Nankwenya Dr I A J *		PO Box 5679 Limbe, Malawi
Nashif Mr A M	UNRWA/UNESCO Institute of Education	PO Box 484 Amman, Jordan
Ndwandwe Mr E *	Swaziland International Education Centre	PO Box 547 Mbabane, Swaziland
Nedberg Mr A *	Norsk Korrespondanseskole	Industrigt 41 Oslo I, Norway
Odajima Mr Y	Jitsumi Kyoiku Shuppan	4 Daikyo Machi Chinjoko - Ku Tokyo, Japan

O'Hare Dr D P	National Institute for Higher Education	1 Lower Grand Canal St Dublin 2, Ireland
Onken Mr M	Institute Onken	PO Box 866 CH 8280 Kreuzlingen Switzerland
Onken Dr T K *	Institute Onken	PO Box 866 CH 8280 Kreuzlingen Switzerland
Padmanabhan Mr R *	BIET	54 Janpath New Delhi, India
Pandey Dr K P *	Himachal Pradesh University	Directorate of Corres. Courses, Ava Lodge Simla 171004, India
Peck Mr R *	International Correspondence Inst.	PO Box 5036 Bangalore 560001 India
Pereira Mr E *	Stamford College	Stamford Educational Towers 218 Queen Street Singapore
Peters Dr Otto *	Fernuniversität	Goebenstr 45i 58 Hagen, W Germany
Phillips Mr J F *	Council for the Accreditation of Correspondence Colleges	27 Marylebone Road London NW1 5JS England
Pipkin Rev P	International Correspondence Institute	Assemblies of God 2407 E Santa Ana Fresno, California
Prange Mr W W	University of Wisconsin Green Bay	SE 490 Green Bay Wisconsin 54302 USA

Pravda Mrs G	Federal Institute for Vocational Education	Fehrbelliner Platz 3 1000 Berlin 31, Germany
Rao Dr K S *	Andhra University	Directorate of Correspondence Courses Vishakhapatnam, Waltair India
Rath Dr R S *	Correspondence Courses	Utkal University Bubneshwar, India
Romo Mr R C *	Centro De Estudios Academicos	Timoteo Domingo 39 Madrid, 17, Spain
Saraswati Dr D K	Athabasca University	14515 122 Ave Edmonton, Alberta Canada
Sato Mr R	Japan Broadcast Publishing Co Ltd	Udagawa Cho Shibuya - Ku Tokyo, Japan
Saupe Mrs E M		Waldblickstr 20 D7407 Rottenburg 19 Germany
Schultz-Rahe Mr W *		Remstedstrasse 42 D2000 Hamburg 73 Germany
Scriven Mr B R *	Kelvin Grove C.A.E.	Victoria Park Road Kelvin Grove, Brisbane, Queensland Australia
Sejersen Mr J *	Monsteds Kursus	Bon 375 1504 Copenhagen V Denmark

Seligman Mr D	Centre of International Co-operation and Services	The Open University Walton Hall, Milton Keynes, England
Sewart Dr D *	The Open University	Regional Tutorial Services Walton Hall, Milton Keynes England
Sharma Mr N C	Alberta Correspondence School	Dept of Education Edmonton, Alberta Canada
Sidalingaiah Prof *	Madurai University	Institute of Correspondence Courses and Continuing Education, Palkalai, Nagar Madurai 625021, India
Sims Mr R S *	University of Wisconsin (Special Project)	2138 E Washington Ave Madison, Wisconsin 53704 USA
Singer Mrs L *	Technical Home Study Schools	60 Brandon Ave, Wayne New Jersey, USA
Singh Prof. B *	Punjabi University	Correspondence Courses Patiala 147002, India
Singh Mr S Dilbir *	Punjabi University	Correspondence Courses Patiala 147002, India
Singh Mr S Manjit *	Punjabi University	Correspondence Courses Patiala 147002, India
Sito Miss J *	Caritas Adult Education Centre	2 Caine Road Caritas House, Hong Kong
Skär Mr D	Brevskoleradet KVO	Sommerogt 15 Dep Oslo 1, Norway
Smith Mr K C *	University of New England	Armidale, NSW 2351 Australia
Soni Mrs R N *	Directorate of Correspondence Courses	Punjab University Chandigarh, India

Taneja Mr H P *	School of Correspondence Courses	Delhi University 5 Cavalry Lines Delhi, India
Taylor Mrs J	Alberta Correspondence School	12116 Stony Plain Rd Edmonton, Alberta, Canada
Tetaz-Monthoux Mr B *	Institut de Formation du Crédit Agricole Mutuel	48 Rue la Boetie 75009 Paris, France
Tewari Major J *	Punjab University	Directorate of Correspondence Courses Chandigarh, India
Tong Mr S Y *	Caritas Adult Education Centre	2 Caine Road Caritas House, Hong Kong
Tribe Mrs (Prof) C C *	Weber State College	Ogden, Utah, USA
Tsekoa Mr K M *	Lesotho Distance Teaching Centre	PO Box MS 781 Maseru, Lesotho
Urhobo Dr E *	Correspondence College of Management & Technology	PO Box 800 Ikeja, Lagos Nigeria
Wali Mr H S	National Teachers Institute	Kaduna, Nigeria
Wedemeyer Prof C A *	University of Wisconsin	2 Blue Spruce, Tamarack Trials Madison, Wisconsin USA
Wellsman Mr R P	Collier Macmillan Schools Ltd	Aldermaston Court Aldermaston, Reading Berks, England

Wentworth Mr R B *	Bureau of Adult Services Massachusetts Dept of Education	Park Square Building 31, St James Ave Boston MA, USA
Young Mr D M *	The Rapid Results College	Tuition House London SW19, 4DS England

* Member of ICCE

GEOGRAPHICAL AND INSTITUTION LIST OF DELEGATES ATTENDING

Argentine	
Universidad La Salle de Sud America	Milanesi Mrs S B de
Australia	
Adelaide College of Advanced Education	Grant Mr M C Mitchell Mr I McD
Capricornia Institute of Advanced Education	Buss Mr J H
Kelvin Grove College of Advanced Education	Scriven Mr B R
Murdoch University	Guiton Mr P de C
Riverina College of Advanced Education	Fairhall Mr G R
Royal Melbourne Institute of Technology	Du Casse Mr M V Foks Mr J
South Australian College of External Studies	Keegan Mr D J
University of New England	Smith Mr K C
University of Queensland	Castan Mr C Goodman Mr R D
Western Australian Institute of Technology	Idle Mr G A Kennedy Dr T McLean Mr K W
Austria	
Humboldt-Fernlehrinstitut	Linemayr Dr R
Bahrain	
Ministry of Education	Ali Mr Abdul Haq
Belgium	
International Correspondence Institute	Anderson Dr N Flattery Dr G
Brazil	
Programa Eciel	Guaranys Mrs L

Canada

Alberta Correspondence School	Doeling Mrs K J
	Figur Dr B S
	Heslep Miss R A
	Hill Miss J M
	Sharma Mr N C
	Taylor Mrs J
Athabasca University	Bakshi Mr T S
	Daniel Mr J S
	Saraswati Dr D K
University of Columbia	Campbell Mrs A
University of Ottawa	Gagnon Miss G
University of Waterloo	Dixon Dr A E
	Leslie Dr J D
—	Cormier Mr R A

Denmark

Monsteds Kursus	Sejersen Mr J

Finland

Institute of Marketing	Lampikoski Mr K
	Mantere Mr P

France

Institut de Formation du Crédit Agricole Mutuel	Benier Mrs G
	Garrigou Mr J
	Tetaz-Monthoux Mr B

Germany

Bundesmin für Bildung	Hirsch Dr M C
Deutsches Institut für Fernstudien	Mickasch Miss H D
Federal Institute for Vocational Education	Pravda Mrs G
Fernuniversität	Peters Dr O
Universität Munster	Mainusch Prof Dr H
—	Delling Mr R M
—	Muller Dr K
—	Saupe Mrs E M
—	Schultz-Rahe Mr W

Ghana

University of Ghana	Ansere Dr J K

Hong Kong

Caritas Adult Education Centre	Sito Miss J
	Tong Mr S Y

India

Andhra University	Rao Dr K S
British Council	Culling Mr G
British Institute of Engineering & Technology	Bhagat Mr R D
	Henriques Mr R
	Padmanabhan Mr R
School of Correspondence Courses, Delhi University	Anand Mr R K
	Dutt Mr R
	Gupta Mr H C
	Taneja Mr H P
International Correspondence Institute	Peck Mr R
Himachal Pradesh University	Pandey Dr K P
Directorate of Correspondence Courses, Jammu University	Gandotra Mr K L
Kashmir University	Ashai Prof M S
Kerala University	Chandra Dr J N
Kurukshetra University	Gupta Dr B S
Madras University	Jayagopal Prof R N
Madurai University	Sidalingaiah Prof
Model Institute of Education	Gupta Dr A K
Municipal Corporation of Bombay	Kamat Mr K N
Mysore University	Mallikarjunappa Prof H
NCERT	Dewal Dr O S
	Gupta Dr R K
Osmania University	Krishnamurthy Prof R
Directorate of Correspondence Courses, Punjab University	Anand Mr S P
	Arora Dr R K
	Bhatuagar Dr S
	Soni Mrs R N
	Tewari Major J

Punjabi University	Singh Prof B Singh Mr S Dilbir Singh Mr S Manjit
Rajasthan University	Mishra Dr M L
Utkal University	Rath Dr R S
Iraq	
Arlo Arab Literacy & Adult Education Organisation	Al Rawi Prof
Teacher Training Institute	Amin Mr B A K
Ireland	
National Institute for Higher Education	O'Hare Dr D P
Japan	
Japan Broadcast Publishing Co Ltd	Sato Mr R
Jitsumi Kyoiku Shuppan	Odajima Mr Y
Jordan	
Certification In-Service Teacher Training Institute	Al Khateeb Dr A
UNESCO Extension Services Unit	Kassis Mr G
UNRWA/UNESCO Institute of Education	Nashif Mr A M
Kenya	
Board of Adult Education	Mungai Mr J
Korea	
Korea Junior College of the Air	Lee Dr Eung Baik Im Dr In Jae
Lebanon	
Beirut Arab University	Houry Mr T R
Lesotho	
Lesotho Distance Teaching Centre	Tsekoa Mr K M
Lesotho Institute for Further Education	Chele Mr A T

Malawi	
Malawi Correspondence College	Mkomawanthu Mr F A Nankwenya Dr I A
Mexico	
CEMPAE Research Institute	Hermanus Mr F
Nigeria	
Correspondence College of Management & Technology	Faluyi Dr D O Urhobo Dr E
National Teachers Institute	Wali Mr H S
Nigerian Federal Ministry of Education	Leton Mrs C U
Norway	
Brevskoleradet KVO	Skär Mr D
NKI-Foundation	Grepperud Mr E
Norsk Korrespondanseskole	Ljoså Mr E Nedberg Mr A
Philippines	
Ministry of Education and Culture	Fineza Dr A O
Singapore	
Stamford College	Pereira Mr E
Spain	
Centro De Estudios Academicos	Romo Mr R C
Sri Lanka	
Sri Lanka Institute of Distance Education	Gunatilleke Dr P D Kulshreshtha Dr O P
University of Sri Lanka	Jayawardana Mr W A M
Sudan	
ISETI	Khogali Mr A
Swaziland	
University College Swaziland, SIEC	Erdos Miss R F Ndwandwe Mr E

Sweden	
Fernuniversität (Hagen)	Holmberg Dr B
Hermods	Bååth Mr J A
Switzerland	
Institute Onken	Onken Mr M Onken Dr T K
Syria	
Department of Continuous Training	Haddad Mr H
Tanzania	
Institute of Adult Education	Matemu Mr O J Mkuye Mr M S
United Kingdom	
Association of British Correspondence Colleges	Cowham Mr F L
Business Training Ltd	Metcalfe Mr E
Collier Macmillan Schools Ltd	Wellsman Mr R P
Commonwealth Secretariat	Farrant Mr J S
Council for the Accreditation of Correspondence Colleges	Phillips Mr J F
International Extension College	Jenkins Ms J
Linguaphone Institute	Hajek Dr M
National Marine Correspondence School	Morrison Cpt R G
The Open University	Carr Mr R Goodenough Ms S McIntosh Prof N Seligman Mr D Sewart Dr D
The Rapid Results College	Dawson Mr G E Young Mr D M
USA	
American School	Estabrooke Dr E C
Continental Schools	Berman Mr I Berman Mrs S S
Hadley School for the Blind	Carberry Mr M
Institute for Independent Studies	Kempfer Dr H

International Correspondence Institute	Pipkin Rev P
Massachusetts Department of Education	Wentworth Mr R B
National Home Study Council	Fowler Mr W A
Technical Home Study Schools	Singer Mrs L
University of Wisconsin	Prange Mr W W
	Sims Mr R S
	Wedemeyer Prof C A
Weber State College	Ghatala Dr M H
	Tribe Mrs (Prof) CC
Zambia	
National Correspondence College	Miyanda Dr T H

REGISTERED NON-DELEGATES

Bakshi Mrs Y	Alberta, Canada
Buss Mrs	Queensland, Australia
Cowham Mrs N D	London, England
Estabrooke Mrs E	Illinois, USA
Fowler Mrs N J	Washington DC, USA
Fowler Miss E S	Washington DC, USA
Garrigou Mrs G	Paris, France
Ghatala Mrs (Dr) E P	Utah, USA
Goodman Mrs R D	Queensland, Australia
Grant Mrs S M	Adelaide, Australia
Holmberg Mrs A	Lund, Sweden
Houry Mrs L D	Beirut, Lebanon
Linemayr Mrs O	Vienna, Austria
McCants Mrs M	Ottawa, Canada
Metcalfe Mrs M	Manchester, England
Milanesi Mr C A	Buenos Aires, Argentine
Morrison Mrs S M E	Birkenhead, England
Nashif Mrs H	Amman, Jordan
Nedberg Mrs A	Oslo, Norway
Pereira Mrs M J	Singapore
Peters Mrs S	Hagen, Germany
Phillips Mrs J F	London, England
Romo Mrs G D M	Madrid, Spain
Schultz-Rahe Mrs E	Hamburg, Germany
Scriven Mrs J	Queensland, Australia
Singer Mr L	New Jersey, USA
Skär Mrs D	Oslo, Norway
Sorley Miss M	Ottawa, Canada
Tetaz-Monthoux Mrs M F	Paris, France
Tribe Mr T	Utah, USA
Wedmeyer Mrs M B	Wisconsin, USA
Wellsman Mrs R P	Reading, England
Wentworth Mrs L H	Massachusetts, USA
Witt Mrs U	Kreuzlingen, Switzerland
Young Mrs A M	London, England

OPENING SESSION OF THE CONFERENCE

(a) Host's welcome to the Vice-President of India

Honourable Shri B.D. Jatti, Mr. David Young, Mr. Bob Wentworth and esteemed delegates:

While it is the privilege of the President of ICCE, Mr. David Young, to welcome the Vice-President of India, Shri B.D. Jatti, and the delegates to this Eleventh World Conference of the International Council for Correspondence Education, as host for the conference it is my privilege also to extend a very cordial and affectionate welcome. It is my earnest endeavour to make the stay of my fellow correspondence educators and their spouses from 40 countries comfortable and enjoyable. I am sure that the conference will be an exciting experience for all of us.

This is the first time that an ICCE conference has been held in Asia or in a developing nation. I am sure that this conference is a great event in the history of correspondence education everywhere.

Correspondence education is now recognised all over the world as an innovative and effective system of education. It can be especially helpful in developing countries in meeting the challenge of illiteracy and the ever-increasing demand for higher education. It can also equalise educational opportunities for all and make popular continuing, life-long education.

As President of the National Council for Correspondence Education in India, I am pleased to offer cordial greetings and good wishes to all the distinguished delegates. Surely this conference will forge useful links between ICCE and NCCE in India for the future development and streamlining of correspondence education in this vast country of ours.

With these few observations I will now request Mr David Young, President of the International Council for Correspondence Education, to welcome the Vice-President of India, Shri B.D. Jatti, and the delegates to this eleventh world conference of the International Council for Correspondence Education.

(b)Welcome to the Vice President of India by the ICCE President

Wednesday, 8 November 1978

Honourable Shri B D Jatti:

It is a great pleasure for me to welcome you, such a distinguished representative of India, our host country, to open the Eleventh World Conference of the International Council for Correspondence Education. In expressing our sincere thanks to you for being with us this afternoon, I know I speak on behalf of all ICCE members and delegates to this conference.

A welcome also to the many invited guests representing the Ministry of Education, University Grants Commission, Delhi University, the Indian Adult Education Association, the Indian University Association for Continuing Education, the National Staff College and TV and radio.

Our attendence statistics are still being finalised, but it seems certain that we shall have over 150 delegates here representing some 38 countries and accompanied by 35 wives or, in some cases, husbands.* All are looking forward not only to a rest from their normal activities, but also to the opportunity to exchange ideas with one another.

Our first opportunity will come shortly when the Knute O. Broady lecture is presented and I would like to express the hope that you will be able to join us for this particular lecture.

As one who has been involved in Correspondence Education all his working life, I can assure you that it is an excellent method of teaching. It would take too long for me to mention all the advantages, but in my experience three stand out particularly. *Firstly, it is highly adaptable to the circumstances of a particular student. Secondly, it is probably the most cost efficient method of education available today. Thirdly, it has the advantage that you can learn about your professional work while you are working. You can gain experience and earn your living at the same time!*

All three of these advantages are particularly appropriate for a developing country like India. The intense interest in this conference in India is clear evidence of this. The presence of so many Indian delegates at this conference and of yourself today confirms the importance of correspondence education, which, I am sure, has a great future in India.

Mr Vice-President, we are all delighted to be in your country for our conference and we thank you again for coming here today to welcome us and to inaugurate the conference.

* ***The final count*** — **157 delegates, 39 countries, 35 non-delegates**

(c) Inauguration of the Eleventh World Conference by the Vice-President of India, the Hon. Shri B.D. Jatti

I thank the International Council for Correspondence Education for inviting me to inaugurate the Eleventh World Conference of the Council. It is indeed a pleasure to meet so many scholars and experts who are dedicated to the innovative system of education through correspondence. We are deeply conscious of the privilege conferred on our country in having been selected as the venue of this world conference.

The basic relationship between education and democracy, and the vital role of education in the transformation of society through social change and economic development have been receiving increasing recognition everywhere. It is through education that the quality of the individual human life can be refined and raised. The ultimate beneficiaries of any improvement in the individual are the society and the nation. As you are aware, the Universal Declaration of Human Rights proclaimed the inherent right of every one to education and thus imparted global significance to the provision and wide dissemination of education among all sections of the people.

Education planners have had, in recent years, to meet the challenge posed by the needs of a vast and growing population, newly conscious of their right to education. The result of the new awakening is evident in the pressure on existing educational institutions at all levels which has been rapidly building up over the years. The educational set-up which served the needs of a limited number, mostly from the elite classes all these years, obviously cannot meet the needs of the millions now seeking education and enlightenment. Education planners have now to formulate new strategies and unorthodox means to make education reach the people, transforming universities into institutions for mass enlightenment.

The answer to the new demand for education on a mass scale has been found in correspondence education. The technique of this system is not as new or novel as it looks, as it would appear to have been in vogue about a hundred years ago in Germany for teaching languages. Correspondence education has thus stood the test of time and established its efficiency. However, the application of the technique of correspondence for developing "distance education" is a relatively new concept. Correspondence has proved to be both popular and effective as a means of education in the Open University of Britain as well as in several countries of Europe. Indeed, the correspondence technique has revealed new potentialities and new advantages with the passage of time. Here is a system that educates the worker without taking him out of the production process, thus helping him to earn while learning. It provides "continuing education" both for personal development and professional advancement. It has been particularly welcomed in developing countries as it has proved its effectiveness even under constraints like shortage of teachers, lack of buildings and paucity of equipment which could cripple any formal and conventional educational system.

Our country has taken readily to correspondence education. Twenty-six Indian universities are presently offering correspondence courses, and there are more to follow. It is fortunate in the context of our growing interest in this mode of education that this conference should be held in our country. You have a stimulating and interesting programme which I am sure will be of immense benefit to those involved in correspondence education in our country.

I have now great pleasure in inaugurating the Eleventh World Conference of the International Council for Correspondence Education.

Also participating in the inaugural ceremony were ICCE president David M. Young (United Kingdom), ICCE vice president and host Bakhshish Singh (India) and ICCE vice president Kevin C. Smith (Australia).

CONFERENCE PROGRAMME

(Corrected to show changes as of conference dates)

(Page numbers in brackets refer to full report)

CORRESPONDENCE EDUCATION : dynamic and diversified

-through administrative practices

-through teaching methods

-through student counselling

-through applied research

Wednesday November 8, 1978

11:00 a.m.	**Registration**
2:00-3:30 p.m.	**First business meeting** *(52)* President David M Young, The Rapid Results College, (United Kingdom), presiding
3:30 p.m.	Tea.
4:30-4:45 p.m.	**The Vice President of India, Shri B.D. Jatti opens the Conference** *(32)* The Vice-President of India The ICCE President An ICCE Vice-president The ICCE host
4:45-5:35 p.m.	**The Knute O. Broady Lecture** *(78)* "The development of correspondence education -an international concern"

The lecture honours a distinguished American correspondence educator, a pioneer in the field. He was a past president of ICCE and its only honorary president.
Dr. Börje Holmberg, ICCE Past President (Sweden)
at Fernuniversität (West Germany)

5:35-5:45 p.m. Reception

7:00 p.m. **"India - an introduction for visitors"** *(80)*

An information session on Indian history, customs and culture. A short Indian film on dance will also be shown.

Prof. Bakhshish Singh, Punjabi University (India), ICCE Vice President and host.

8:00 p.m. Dinner
Host : The Union Minister of Education, Government of India.

Thursday November 9, 1978

9:15-10:30 a.m. **General session : Dialogue** *(81)*
"A decade of co-operation between ICCE and UNESCO; possibilities for the future"
UNESCO : N.O.Kabwasa, senior officer, adult education
ICCE : Prof Charles Wedemeyer (retired), University of Wisconsin (USA): ICCE past president

10:30-11:00 a.m. Coffee

11:00 a.m. 12:30 p.m. **General session : Research report** *(84)*

"New trends in correspondence education"

This is a report on world-wide research jointly sponsored by UNESCO and ICCE.
Dr. Ripley Sims (retired), Armed Forces Institute (USA)

12:45 p.m. Lunch

2:00-3:30 p.m. **General Session : Overviews** *(85)*

(1) "Adult education".
Dr. James Draper, International Council for Adult Education (Canada)

(2) "Indian education"
Dr. Malcolm Adiseshiah, Vice Chancellor, University of Madras; President of ICAE (India)

3:30-4:00 p.m. Tea

Choice of three different sessions between 4:00 and 5:15 p.m.

4:00-5:15 p.m. **Dialogue** (followed by general discussion) *(87)*

"How can we best motivate students as a group and individually ?"
The sociologist : Dr. Habeeb Ghatala, Saudi Arabian Educational Mission (USA)
The psychologist : Dr. Elizabeth Schwenn Ghatala University of Houston (USA)

4:00-5:15 p.m. **Games for conferences** *(87)*

"The silent introduction," "change two" and "getting to know you" will be played. The games promote good interpersonal relations and provide models which the delegates might use in their own schools. There will be plenty of action; no spectators, please.

Robert B. Wentworth,
Massachusetts Department of Education (USA)

4:00-5:15 p.m. **"What are we doing in research ? Some trends in the ICCE research survey 1976-1977"** *(89)*

The most popular research topics were methods and media, target groups, and two-way communications. Several studies were made of uses of the computer.

Erling Ljosa. Norsk Korrespondanseskole (Norway)

Evening Sound and Light Show (included in the conference fee) Red Fort

Friday November 10, 1978

Choice of three different sessions between 9.15 and 10.30 a.m.

9:15-10:30 a.m. **Research reports and shared insights** *(91)*

"What do we know about our students ?"
The panel members have been asked to consider a number of provocative questions, including the following :
What is essential in research about students ? How do mature adult students differ from college students ? How do women students use distance study to solve specific problems ?

Dr. Otto Peters, Vice Chancellor, Fernuniversität (Germany)
Prof. Naomi McIntosh, The Open University (United Kingdom)

9:15-10:30 a.m. **"Activities of the Commonwealth Secretariat in correspondence education"** *(91)*

The Commonwealth Secretariat has shown a lively interest in correspondence education and done much to encourage its greater use in developing countries. Specific examples.

J.S.Farrant, education division, The Commonwealth Secretariat (United Kingdom)

9:15-10:30 a.m. **"How to use the library imaginatively in developing correspondence courses"** *(95)*

Here the head librarian of an American secondary school shows how correspondence course writers can give course depth by exploring beyond the immediate disciplinary area. Some of this can be done by being a library "browser". Much more can be done by the systematic use of annotated bibliographies.

Lillian H. Wentworth, Thayer Academy (USA)

10:30-11:00 a.m. Coffee

Choice of three different sessions between 11:00 and 12:30

11:00 a.m.-12:30 p.m. **Role-playing** (followed by general discussion) *(96)*

"Student counselling - what works best ?"
What works best must benefit both the student and the school according to Louise Singer. She gives some practical advice on coping with counselling situations.

Louise Singer, Technical Home Study Schools (USA)

11:00 a.m.-12:30 p.m. **Linguaphone demonstration** *(97)*

Languages can be taught effectively by a teacher with limited language skills.

Dr. Marcela Hajek, Linguaphone Institute Ltd, (United Kingdom)

11:00 a.m.-12:30 p.m. **Accreditation of correspondence colleges** *(98)*

Government members and members elected by the accredited correspondence colleges form an effective council which sees its future as developing further along existing lines.

John F. Phillips, Chairman of the Council for the Accreditation of Correspondence Colleges (United Kingdom)

12:45 p.m. Lunch

Choice of three different sessions between 2.00 and 3.15 p.m.

2:00-3:30 p.m. **Films** (with commentary) *(99)*

Several member schools have produced worthwhile promotional and/or teaching films.
Some of these will be shown.

2:00-3:30 p.m. **Satellites in distance education** : Canadian experiments on the Hermes satellite *(103)*

Six educational institutions have performed distance education experiments on the Canadian satellite. The broadcasts involved primarily one-way video and two-way audio or, in some instances, an interactive video network.

Dr. John S. Daniel, Vice President, Athabasca University (Canada)

2:00-3:30 p.m. **"How can a developing nation achieve its manpower targets ? A personal view."** *(104)*

"Distance education provides more education for more people at the least cost, but developing countries are not yet utilizing its full potential." Dr. Urhobo favours "an aggressive and imaginative approach."

Dr. Emmanuel Urhobo, President, Correspondence College of Management & Technology (Nigeria)

3:30-4.00 p.m. Tea

***Choice of three different sessions between 4.00 and 5.15 p.m.**

**The tour for the University of Delhi scheduled for this time was cancelled because of a strike at the University. Three programs already prepared in advance were substituted.*

4:00-5:15 p.m. **"Come fly with me - using flying tutors to teach art and pottery"** *(106)*

An account of how "flying artists" have been used to overcome the tyranny of distance.

Bruce R.Scriven, Kelvin Grove College of Advanced Education, (Australia)

4:00-5:15 p.m. **"Some critical questions about counselling the distance learner."** *(106)*

Counselling is seen broadly as information-giving, advice-giving, guidance, counselling per se and therapy.

Ian McD. Mitchell, Adelaide College of Advanced Education (Australia)

4:00-5:15 p.m. **"Study patterns of successful external students"** *(106)*

For many students external studies may be the only opportunity for a college education - But students have a strong sense of insecurity due mainly to lack of contact with academics and press.

George Idle and Dr Thomas Kennedy, Western Australian Institute of Technology (Australia)

Saturday November 11, 1978

All day tour to the Taj Mahal (included in the conference fee)

Sunday November 12, 1978

Local sightseeing tours available (**not** included in the conference fee)

Monday November 13, 1978

Choice of three different sessions between 9.15 and 10.30 a.m.

9:15-10:30 a.m. ***"Cassettes - the glories and the ghastlies"** *(109)*

Cassettes courses help prevent "drowning in a sea of paper". Cassettes can personalize material, can make some subject matter come alive. - But bad readers, the wrong pace, too quiet or too loud, and ill-arranged material can be ghastly.

Dr Michael Carbery, Hadley School for the Blind (USA)

9:15-10:30 a.m. **All India panel** *(112)*

"Indian problems and achievements in correspondence education"

Correspondence courses are widely used in India, but they should be used even more extensively. There should be a comprehensive survey of educational needs...some vocational courses should be offered...The teaching faculty must be strengthened through in-service training and retraining... Lessons-writing needs rethinking. And so on...

Principal Ruddar Dutt, University of Delhi (India)

Prof. Bakhshish Singh, Punjabi University (India)

9:15-10:30 a.m. **Writing readable correspondence courses...feedback that helps!"** *(113)*

The Flesch reading ease score, the cloze test, and monitoring an existing course will be discussed.

Kenneth Tsekoa, Lesotho Distance Teaching Centre (Lesotho)

**"Using telephone and two-way cable network for distance education" which was to have been presented at this time was cancelled since Dr. Klaus Haefner, University of Bremen (Germany) was unable to attend the conference. See his paper in Volume 1, pages 142-145 inclusive.*

10:30-11:00 a.m. Coffee

Choice of three different sessions between 11:00 a.m. and 12:30 p.m.

11:00 a.m.-12:30 p.m. **Panel discussion** *(115)*

"Dollars and sense—some practical considerations in planning an external studies system at the college and university levels in different cultures."

The panelists are concerned with basic considerations facing planners and policy makers responsible for developing external degree programmes. Planning needs to be carried out at three levels: national or state, institutional, faculty. Some alternative options will be suggested.

Patrick Guiton, Murdoch University (Australia)

Dr. Otto Peters, Fernuniversität (Germany)

Werner Prange, University of Wisconsin (USA)

Kevin C. Smith, University of New England (Australia)

11:00 a.m.-12:30 p.m. **Practical problems session:** *(117)*

"We've found the most effective way to train correspondence teachers"

Three situations are considered: (a) the instructors work at your school full-time, (b) the instructors work for you part-time at home, (c) a computer service helps to grade lessons. (This is the latest, but we're still learning.)

William A Fowler, National Home Study Council (USA)

11:00 a.m.-12:30 p.m. **Contemplation and expression** *(120)*

This session assumes that there is value in absolute silence. The leader will offer thoughts now and then, others who feel moved to speak will share insights, but there will be periods...perhaps relatively long periods...of complete silence.

Dr.George Flattery, International Correspondence Institute (Belgium)

12:45 p.m. Lunch

Choice of three different sessions between 2.00 and 3.30 p.m.

2:00-3:30 p.m. **Demonstration** (with audience participation) *(121)*
"How to edit teaching materials"

Editing embraces many skills. It includes providing guidelines for authors, being creative, exchanging views with writers, discovering both strengths and weaknesses in manuscripts, enforcing technical and artistic standards, shaping the final product.

Each member of the audience will have an opportunity to discuss an example of an edited lesson.

Janet Jenkins, International Extension College (United Kingdom)

2:00-3:30 p.m. **Practical problems session** *(122)*

"Memories of Marketing"

Although there is constant change, certain principles, certain observations still seem to be true. What worked well and what didn't.

Dr. Homer Kempfer, Continuing Education Council (USA)

2:00-3:30 p.m. **Films** (with commentary) *(124)*

Several member schools have produced worthwhile promotional and/or teaching films. Some of these will be shown.

3:30-4:00 p.m. Tea

Choice of three different sessions between 4:00 and 5:15 p.m.

4:00-5:15 p.m. **Simulated demonstration** *(133)*
"Our computer corrects student papers and writes individual

personal letters to each student!"

See actual samples of papers before and after processing.

Does the same student get a dozen identical congratulatory letters? Hermods assures us that he will not.

John Bååth, Hermods Skola (Sweden)

4:00-5:15 p.m. **Demonstration** *(135)*

(with audience participation)

"How to decide what price to charge for a correspondence course"

Should each course pay its own way? What costs should be included in the price? What is a "fair price"?

The audience will help the leader set an exact price for a course.

George Dawson, The Rapid Results College (United Kingdom)

4:00-5:15 p.m. **News roundup from around the world** *(136)*

"Good news about what we've done"

Brief reports by national and regional associations presented in person or by mail. Participation is open to all associations, even if the association is not otherwise represented at the conference.

Evening Informal social or cultural activities as arranged by our host

Tuesday November 14, 1978

9:15 a.m.-12:30 p.m. **Second and final business session** *(69)*

President David M. Young (United Kingdom), presiding
—reports of conference committees; resolutions
—election of officers

10:30-11:00 a.m. Coffee

The business session was extended to include the entire morning. Three programs originally scheduled for 11:00 a.m.-12:30 p.m. were transferred to the same time on Wednesday November 15.

12:45 p.m. Lunch

Choice of three different sessions between 2:00 and 3:30 p.m.

2:00-3:30 p.m. **Problem-solving session** *(139)*

"How to reduce the number of dropouts"

Initial words of encouragement and a series of follow-up letters are not enough. Objectives, materials, services offered, admissions practices, educational policies, and research are some of the factors involved in the dropout rate. Discussion of a typical school situation.

Dr. Edward Estabrooke, The American School (USA)

2:00-3:30 p.m. **"The adventure: carrying distance education over 4,000 miles to American Indians"** *(141)*

The adventure involves providing suitable training for 200 non-professional Indian teachers in remote areas along a 4,000 mile (6,400 kilometre) trail. This experiment in remote parts of an industrial nation could become a model for developing nations with populations scattered over wide areas.

Prof. Carol Tribe, Weber State College (USA)

2:00-3:30 p.m. **"ULSA trains its students" "in company" in 22 countries"** *(142)*

Most schools enrol individual students; Universidad La Salle de Sud-America primarily enrols companies and through the companies individual students are involved.

Susana Buigues de Milanesi, ULSA (Argentina)

"The critic comments on 'ULSA trains its students'..."

Dr. Börje Holmberg, (Sweden) at Fernuniversität (Germany)

"Completion of a course in Brazil not based on socio - economic factors"

Lucia Radler dos Guaranys, Programa Eciel (Brazil)

3:30-4:00 p.m. Tea

Choice of three different sessions between 4:00 and 5:15 p.m.

4:00-5:15 p.m. **Brainstorming session** *(144)*

"In what new ways can we increase our enrolments?"
To brainstorm is to launch a mighty creative assault upon a specific problem. The idea-gathering part of group brainstorming is lively and exciting; it results in the rapid accumulation of a pile of alternatives. All discussion is prohibited; critical judgement is withheld. Evaluation takes place later.

A pre-selected panel will demonstrate brainstorming, using the enrolment problem. Delegates are invited to observe, to make comments, and to ask questions *after* the brainstormers have piled up their alternatives.*

Robert B. Wentworth, Massachusetts Department of Education (USA) and members of the brainstormers panel:

Dr. Norman Anderson, International Correspondence Institute (Belgium)

Dr. John S. Daniel, Athabasca University (Canada)

Dr. Adrea O. Fineza, Ministry of Education and Culture (The Phillipines)

Jørgen Sejersen, Monsted Kursus (Denmark)

***The list of alternatives is published in this volume on page 146**

4:00-5:15 p.m. **Demonstration** *(151)*
(with audience participation)

(1) "How a teacher should respond to a lesson submitted by a student"

Analysis of a typical student paper. The teacher corrects, evaluates, and adds teaching comments.

Elias Pereira, Stamford College (Singapore)

(2) "Why not a correspondence course for correspondence tutors?"

An effective classroom teacher is not necessarily an equally effective correspondence course teacher. Four European schools decided to train their teachers by means of a correspondence course for teachers.
"We not only tell them, but demonstrate to them how correspondence tuition works."

Erling Ljoså, NKS (Norway)

4:00-5:15 p.m. **All Africa panel** *(152)*

"What worked well with us...outstanding courses and effective teaching techniques"

N.O. Kabwasa, UNESCO, Paris

Dr.D.O. Faluyi, Correspondence College of Management and Technology (Nigeria)

O.J. Matemu, Institute of Adult Education (Tanzania)

8:00 p.m. Formal banquet

Wednesday November 15, 1978

9:15-10:30 a.m. **General session** *(155)*

"Predictions of things to come. What will distance education be like in the year 2000?"

Are current trends a sound indication of what will happen in the next 20 years?......Not everyone will agree with Miss Erdos views, but they are worth serious thought.

The prophet: Miss Renee F.Erdos, former ICCE president (Australia)

The critic: Dr. Börje Holmberg, ICCE Past President (Sweden)

10:30-11:00 a.m. Coffee

Choice of three different sessions between 11:00 a.m.and 12:30 p.m.

11:00 a.m.-12:30 p.m. **"Doing it differently at the University of Waterloo"** *(156)*

In remote areas students need to hear the human voice, so the University of Waterloo taped most of its study materials. It also conducted various advertising experiments, using a computerized contact file.

Dr. James Leslie, University of Waterloo (Canada)

Dr.A.E. Dixon, University of Waterloo (Canada)

11:00 a.m.-12:30 p.m. **Problem—solving session using sub-groups** *(157)*

"What should the director of correspondence studies do to achieve his objective?"

The director has a rather brilliant idea (he says) which could lead to a very promising new course in Shakespeare. But he already faces inertia, opposition, budget restrictions and unseen perils.

Dr. Herbert Mainusch, Universität Munster (Germany)

11:00 a.m.-12:30 p.m. **"Academic support and guidance for individuals in a distance learning situation"** *(159)*

The Open University, with over 60,000 undergraduate students, seeks to establish a personal relationship through 55 senior counsellors (at 13 regional offices) and some 2,000 tutor counsellors. Case studies and comparisons.

Dr. David Sewart, The Open University (United Kingdom)

Note *"A how did you like the conference?" questionnaire was distributed during the 11:30-12:30 p.m. sessions. The results of this survey are described elsewhere in this volume. See page 168.*

12:45 p.m. Close of the Conference Luncheon

Installation of the new officers

2:30 p.m. Meeting of the new officers

Best wishes to everyone! May we meet again at the next conference in a few years.

The programme committee (in alphabetical order):

Gunnar W. Granholm (Sweden)

Peter Kinyanjui, University of Nairobi (Kenya)

Arlene Lynch, Quebec Ministry of Education (Canada)

Gabrielle Rousseau, Centre National de Tele—Enseignment (France)

Bakhshish Singh, Punjabi University (India)

Kevin C. Smith, University of New England (Australia)

Robert B. Wentworth, Massachusetts Department of Education USA—Chairman

THE CONFERENCE BUSINESS SESSIONS

MINUTES

FIRST BUSINESS MEETING

held on 8th November 1978, at 2. p.m.

at Ashoka Hotel, New Delhi, India

1. PRESIDENT'S REMARKS AND WELCOME

The president of ICCE - Mr. David M. Young - welcomed the participants with the following words:

I would like first of all to bid you a very hearty welcome to the Eleventh World Conference of the International Council for Correspondence Education and at this particular point in time to the First Business Meeting of our Conference.

While the work of this First Business Meeting is for the members to transact, let me assure non-members who are delegates to the conference and who are present this afternoon that they also are welcome at this meeting. I hope the meeting itself will strengthen your interest in ICCE and I am sure that all members will express with me the wish that by the end of this conference you will have decided to take out your own membership of ICCE.

I am delighted that so many of you are accompanied by your relatives and friends, to whom also a most hearty welcome. I know that your presence will ensure that this conference, apart from being hard-working, will also be a friendly and enjoyable one.

2. MINUTES OF THE TENTH WORLD CONFERENCE

These minutes, which have been published in the Proceedings, Volume 2, from the 10th World Conference, were adopted unanimously.

3. PRESIDENT'S REPORT

This is a significant year for ICCE. At the Empress Hotel, Victoria, British Columbia, Canada, on 22, 23 and 24 August 1938 ICCE held its first international conference. That makes ICCE 40 years and 3 months old. In these 40 years ICCE has steadily increased its worldwide contacts so that there can hardly be a country where the Council is unknown. It is not for me to attempt now a history of ICCE, but I am sure that this 40th year is a milestone of which ICCE members can be justly proud.

It is as well that we should all know one another, so I would like to spend a few minutes on introductions and as I do this I would ask each named person to stand so that you will quickly become known.

First of all your Past President, Professor Börje Holmberg, who distinguished himself for many years as Sweden's outstanding correspondence educator, and is now in the process of doing the same for himself in a new career in Germany.

Then our hardworking Host, who has done so much to plan the on-the-spot details of this conference, Professor Bakhshish Singh. In India he holds many important official positions, not the least of these being President of the National Council for Correspondence Education.

We have three more Executive Committee members present - Dr. Otto Peters, who is the first Chancellor of the Fernuniversität in Germany - Kevin Smith of the University of New England, Australia - and Hafiz Wali, who is heavily engaged in bringing primary education to all Nigerians. The sexes on the Executive Committee are badly balanced, and though we are very proud of our one lady member, Mary Lou McPartlin from Chicago, I much regret to tell you that she has been indisposed and had to cancel her plans to attend the conference about ten days ago.

When I attended my first ICCE conference in Sweden 13½ years ago, the then President, Dr. Donald Cameron, seemed to do all the work, as he changed hats in order to become in quick succession President, Treasurer, Programme Organiser, etc. For myself I have been pleased to follow the practice of my more recent predecessors and gather round me a group forming the Administrative Advisory Staff, who, together with the Executive Committee, have given stalwart service over the last 3½ years to ICCE. If I now speed up the introductions it is in no sense to lessen the importance of these people or the work they have done.

First of all our Secretary, Jørgen Sejersen, from Denmark. Next our Treasurer, George Dawson, who is also my close colleague, who, I can assure you, really has guarded your money. Now the Newsletter Editor, Erling Ljoså. If you read his Newsletter regularly you will know what a debt ICCE owes to him and to Norsk Korrespondanse Skole. Then our Membership and Recruitment Secretary, Leslie Cowham, who as many of you will know distinguished himself as the Manager of ICCE's Tenth World Conference. Then last, but by no means least, the Programme Chairman, Bob Wentworth, the man who has worked so hard to build the programme through which you will be working this coming week. Regrettably there is one member of the Admin Advisory Staff who is not with us today, namely Gunnar Granholm, the Chairman of the Research Committee. I know he was looking forward to attending this conference, but his personal circumstances have prevented it.

It would take too long to introduce everyone in this hall, but I would like to call out the countries represented here and to ask the representatives from each country to stand as I name their country and thus let yourselves be seen by all. I shall not ask you to sing your national anthem but perhaps you would like to wave or salute your fellow delegates as you stand.

ICCE DELEGATES - COUNTRIES

Argentine
Australia
Austria
Bahrain
Belgium
Brazil
Canada
Denmark
Finland
France
Germany
Ghana
Hong Kong
India
Iraq
Ireland
Japan
Jordan
Kenya
Korea
Lebanon
Lesotho
Malawi
Mexico
Nigeria
Norway
Philippines
Singapore
Spain
Sri Lanka
Sudan
Swaziland
Sweden
Switzerland
Syria
Tanzania
UK
USA
Zambia

Before I finish with introductions, there are three more in this room who should be specially mentioned. We are delighted to have with us two former presidents - Renee Erdos and Charles A. Wedemeyer.

As you know, this is ICCE's Eleventh World conference and there is one ICCE member here who has attended no less than 8 of those conferences. Thus, he only missed the First and 2 other conferences - quite a record, I am sure you will agree. Many of you will know that I am referring to our good friend, Edward C. Estabrooke of American School - Ted, may I ask you to stand, please?

If you are familiar with the ICCE Constitution, you will know of the objectives at which the officers I have just introduced to you have been aiming. How have we carried out our work? It is not easy to have Committee and Executive Meetings when the Committee members are scattered around the globe. Nevertheless, we have achieved no less than 25 meetings, 21 of which were conducted by correspondence — a process which, I am sure you will agree, is not entirely inappropriate for correspondence educators! The system has been that as matters for consideration built up in my office, I issued a circular to all officers, who then responded with written comments and, where appropriate, votes. In my next circular the voting and comments were reported to the officers. Our face-to-face meetings took place at the end of the last conference in Brighton, in Holland in May 1976, in Sweden in October 1977, when European meetings of correspondence colleges brought some 5 or 6 of us together and finally here in New Delhi this week. Reviewing all our meetings I find that well over 100 items have appeared on the agendas - far too many for me to report each to you now, but I would like to highlight certain matters -

1. Subscriptions. The last conference gave the Executive Committee a mandate to increase membership subscriptions substantially. As a committee we were much exercised whether to have only a modest increase and hope that the increased members would enable us to meet expenses estimated at $10,000 per annum, or to adhere to the more substantial increases proposed at the last Business meeting in Brighton. In the event the latter view prevailed and proved the correct decision, as reports you will be hearing shortly on membership and finance demonstrate. For example, we have more than maintained our membership numbers and have thus been able to meet the demands of expenditure.

2. Membership Officer. Leslie Cowham will be giving you his own report, so I shall not steal his thunder. What I do wish to point out is that his work is pure administration and probably ICCE's most tedious chore. Nevertheless, it is vital work if ICCE is to maintain its strength in terms of membership and finance. Accordingly, for the first time, ICCE decided to pay a modest salary to ensure that membership recruitment and records were dealt with efficiently. I believe the results of Leslie Cowham's work have amply justified this expenditure and I commend the principle of employing a paid Membership Officer to ICCE's next administration that will be appointed at the end of this conference.

3. ICCE enjoys Category B status with UNESCO and has continued to maintain its contacts, in particular by carrying out two studies for UNESCO. Many ICCE members participated in the first — that by Ripley Sims being an enquiry into the correspondence educating process. Rip has produced a voluminous document of his researches, which has been submitted to UNESCO. It is hoped that before long it can be published in a more concise format. The second study is that of Bob Gunning, being a survey of regulations and legislation affecting Correspondence Education in five different countries. This will be published shortly in both French and English.

UNESCO has also subscribed for 100 copies of the ICCE Newsletter over a period of 2 years at $300 per annum. Many ICCE members will know that we approached UNESCO to provide funds for setting up a permanent documentation centre and secretariat for ICCE. One of our problems is that something in the region of 90% of those who have been helping to run ICCE disappear at the end of each conference, since, as you know, we elect a new executive and that the new executive appoints a new Admin/Advisory Staff. Despite many letters of support written by ICCE members, UNESCO was unable to find funds to support the proposal.

For this conference in New Delhi UNESCO has made a grant of $7,000, half of which is to assist the general running expenses of the conference and the other half to finance the travels of delegates from developing countries to New Delhi.

4. About 3 years ago the Broady Fund was inaugurated with the gift of $1,000 from the widow of the late Knute O. Broady, who was our Honorary President. If you have not already read page 17 of the Advance Papers, I would draw your attention to some brief biographical details about Knute Broady, in honour of whom the first lecture of the conference will be given. The objective of this fund is to assist delegates, particularly from developing countries, to attend ICCE's world conferences. Leaflets about the Broady Fund are available in the conference office and I would urge you to obtain a leaflet and give your own or your institution's support to the fund, if you have not already done so.

5. In addition to monies from UNESCO and the Broady Fund, United States Aid, the Ford Foundation, and the Commonwealth Foundation have assisted in financing the travel of delegates to this conference. In fact, some 11 delegates have had their travel assisted in this way

3 from the Broady Fund (from Lesotho and 2 from Korea)
6 from UNESCO monies (from Sri Lanka, Tanzania, Ghana, Brazil, Lesotho, Malawi)
1 by US Aid (from Swaziland)
2 by the Commonwealth Foundation (from Tanzania and Malawi)
1 by the Ford Foundation (from Brazil)
If you have already worked out that those numbers add up to 13 and not 11, it is because 2 of the delegates were assisted from more than one fund.

6. Erling Ljoså, Editor of ICCE's quarterly Newsletter, will be giving his own report. He may be too modest to comment on the excellent standard he maintained both in content and presentation, so I am sure you will wish me to compliment him on both.

7. We have made a modest attempt to promote the sale of available copies of the Proceedings of some of ICCE's conferences. As the accounts show, this effort has brought in an income of over $1,300 to ICCE funds over the past 3½ years. I would like to suggest to you that you can increase this particular income still further to your own benefit by ordering copies of ICCE's publications if you do not already have them. Sample copies and order forms are available in the conference office.

8. The Proceedings of ICCE's conferences form an important permanent and historic record of ICCE and I am, therefore, pleased to report to you that we have two complete sets, that is in each case the First to the Tenth World Conferences, safely kept at two important libraries. The first set was started by former ICCE President Renee Erdos at the Library of the International Bureau of Education of UNESCO in Geneva. Then, some two or three years ago, the Library of Congress in Washington approached me to provide a complete set for their library and, with the assistance of ICCE members taking personal copies from their bookshelves, it has been possible to enable the Library of Congress to have a complete set also. I shall see to it that the Proceedings of this Eleventh World Conference are put on record in both libraries and I am sure that my successors will wish similarly to maintain these permanent records.

9. Since the Brighton Conference, the Name Committee (Charles A. Wedemeyer, Chairman, Renee Erdos, Elias Pereira, Chang Min Phang, Heinz Schwalbe) has continued in being. Following exchanges by correspondence among the members, a report was published in the September 1976 edition of the Newsletter. A questionnaire requesting members' views appeared at the end of the report. Responses were limited to 14. Twelve had varying suggestions of new names and two were against change. The low response left a large silent majority. Against that background the Committee's Chairman recommended no action at the present time and this view was accepted by the Executive Committee.

10. Of the 14 Resolutions passed by you at the last Business meeting in Brighton, half required the attention of the Executive Committee. It would be unnecessarily tedious if I were to outline the action taken on each, but with one exception we have carried out your instructions. This exception is the preparation of the unified terminology of common terms in Correspondence Education. Frankly, we could find no-one ready to undertake the task and if anyone cares to criticize our lapse of efficiency in implementing that Resolution, we shall be glad to install him or her as Chairman of a committee to prepare a Directory of Correspondence Education Terminology. Two Resolutions concerned the preparation of guidelines documents and these are dealt with later in the agenda.

Two other Resolutions affected the time scheduling of this conference. One asked that more time be given for working committees during the conference. This stimulated us to plan this conference from mid-week to mid-week. Hitherto conferences have started on a Sunday or Monday and lasted for four of five days. Now we can have a week-end in the middle to relax, at least those who are not on committees can relax.

Secondly, in order to relieve end of conference pressures, we were asked to have the Second Business Meeting before the last conference day. This will take place on Tuesday. I should make it clear that whereas hitherto the new officers have been elected and installed at the Second Business Meeting, at this conference they will still be elected at the Second Business Meeting, but their installation will take place some 24 hours later at the Close of Conference Luncheon. The reason for this will be obvious, since it would not be fair to a new executive to find themselves suddenly responsible for the last day of the conference.

Looking ahead to the agenda for our meeting this afternoon, you will see that my report is to be followed by the Treasurer's and then "Other Reports", when you will hear about membership from Leslie Cowham and about the ICCE Newsletter from the Editor, Erling Ljoså. Unfortunately, as I have mentioned, it is impossible for the Chairman of ICCE's Research Committee, Mr. Gunnar Granholm, to give his report personally, so I shall ask the Hon Secretary, Jørgen Sejersen, to read it after the other two reports. Finally, the Chairman of the Programme Committee, Bob Wentworth, will have a few words with you about the conference programme.

Reference to the programme is, I think, an appropriate note on which to finish my report to you, because it is primarily in order to pursue the programme of this Conference and get the maximum out of our days in New Delhi that we are met here. Thus I express the wish that you will not only find this a stimulating conference, but that you will, by your own contribution, make it highly stimulating.

4 TREASURER'S REPORT

Mr. George E. Dawson presented his report as follows:

The Executive Committee decided that subscriptions should be fixed for the years 1976/7/8 to provide an annual income of $10,000, and I am pleased to state that although initially this target was not met, the total for the 3 years has exceeded the $30,000 required by nearly $1,000 as a result of more members applying for membership of ICCE. As members will know, those who paid their subscriptions in advance received a discount on their subscriptions and this has been shown to be worthwhile as not only did this save my time and considerable postage, but also resulted in me being able to obtain bank interest of $2,150.

In addition the sale of copies of old proceedings has brought in a net income of $1034 so that our total income for the 3 year period amounts to $34,134.

The Executive Committee allowed a budget of $1,000 to the Research Committee and of this sum the amount of $820 was used. The other main items of expenditure have been the cost of the Newsletter itself amounting to $5,400 (after $600 from UNESCO), postage $7,000, advisory services $6,750, stationery and printing $4,250, typing $700 and other miscellaneous charges $585. This has meant, therefore, that there is an expected surplus of Income over expenditure of $8,483.

I confirm having received from the previous Treasurer, Mr. Rosenquist, details of his stewardship together with audited copies of his accounts and the balance shown to be due therein amounting to $4,588.

The Executive Committee agreed that the sum of $7,500 should be allocated to the 1978 Conference here in New Delhi as well as a grant being made by UNESCO of $3,500, but I believe, however, that there is more than a possibility that not all the funds allocated from the ICCE funds will be required as being able to claim "free seats" on the Group Travel Arrangements and the Post Conference Tour and then selling them as well as commission on the Tour a sum in excess of $3,000 can be credited to the Conference Account.

I expect therefore to pass on to the new Treasurer a sum of not less than $10,000 including the $4,588 received by myself on taking up office.

(See p.60 for Financial Appraisal)

BROADY FUND

I confirm that I am holding the sum of $1425 as payments received as contribution to the Broady Fund and the President has allocated $475 towards the expenses for certain delegates in coming to this Conference.

By keeping this money on deposit I have been able to add interest of $180 to the contributions received and this means, therefore, that the sum of $1130 will also be passed on to the new Treasurer for future allocation in accordance with the terms of the Fund.

For those who would like details of the account to retain copies will be found in the Conference Office.

5. OTHER REPORTS

Mr. F. Leslie Cowham presented the following report on Membership and Recruitment Services:
After the Brighton Conference, the President considered that an Information Booklet should be developed outlining ICCE's aims, activities and objectives, so that all involved in correspondence education the world over could be made aware of its structure and full significance. The resulting eight-page leaflet, with separate Membership Application Form, was distributed on the most extensive basis possible at that time.

The mailing list used derived partly from the previous Administration and partly from lists of national, regional, continental and other associations concerned

Continued on page 61

ICCE FINANCIAL APPRAISAL FOR PERIOD JUNE 1975 — DECEMBER 1978

INCOME

		$	
Subscription		30756	
Sale of Publications	1315		
Less cost of cartage of old proceedings and reprint of First Conference proceedings	281	1034	
Interest on Deposit Accounts		2150	
Payment from London Based UNESCO — NGOs for Publicity		48	33988

EXPENDITURE

Research Committee		820	
Advisory Services		6750	
Postages		7000	
Typing		700	
Stationery & Printing		4250	
Newsletter	6000		
Less received from UNESCO for bulk supply	600	5400	
Bank Charges		500	
Telcoms Newsletter		85	25505
			$ 8483

SUMMARY

Bank Balance taken over after 10th World Conference	4588
Expected Surplus 1975 — 1978 (as above)	8483
	13071
Less Allocated for 1978 Conference	7500
	5571

with correspondence education, thereby providing reasonably comprehensive cover. Everyone received the Information Booklet and at least one follow-up, plus advance literature later about this Conference.

As to actual membership, late in 1975 a close check revealed 179 members (60 Institutions and 119 Individuals), all having paid at the pre-Brighton rates.

With the Treasurer's special help — plus advice that a Directory of Members was planned — several memberships were quickly revived and that Directory, first appearing in June 1976, listed 210 members (77 Institutions and 133 Individuals).

With higher subscription rates becoming payable it was perhaps not wholly surprising that certain of the less enthusiastic members dropped out, while an occasional Member Institution was replaced by the cheaper Individual Membership. Happily this reverse trend did not develop unduly, and generally a helpfully responsible attitude prevailed. Thus, the second Directory edition - which included 1976 subscriptions - showed only a slight drop to 202 members (75 Institutions and 127 Individuals).

We kept plugging away — and the approaching conference clearly kindled extra enthusiasm — so that the third edition, published only a couple of months ago, records 215 members (82 Institutions and 133 Individual Members). It is interesting to see that the number of Member Institutions has increased more than that for Individual Members. Happily we continue to add to that list virtually each week and it seems that the present membership total probably sets an ICCE record.

The membership representition is more widespread than ever. Three years ago our members were residing in 36 different countries; the present Membership Directory confirms the spread is over 45 countries. Additionally the spread is becoming more even. The U.S.A., Canada and Australia still provide a good proportion of the membership, but — whereas in 1975 they accounted for fiftyeight per cent — today they reflect just forty-one per cent. For anyone interested in details of this kind I have prepared a separate analysis sheet if you care to pick up a copy.

Looking forward, the information booklet seems to help attract new members; the idea of offering a discount for paying two or three years' subscriptions in advance has helped notably. Now, in addition to sustaining new enrolment endeavours, we need to find how to hold a greater percentage of our enrolled members. Some cancellation is inevitable, from death, retirement, job change and the like — these things affecting both Individual and Institution members. Often an Institution is sustained in membership by just one super-enthusiastic officer. When he goes interest wanes, and we have difficulty in generating in his successor sufficient interest to keep the Institution in membership. The present rate of wastage, though, is still high.

It may be relevant to review just what members are being offered in return for their reasonably realistic subscriptions. The growing interest stemming from the varied contents of the splendid Newsletters is a great plug-point. The Directory of Members clearly has much publicity and reference value. The activities of the ICCE Research Committee are becoming increasingly valuable. The importance of a triennial World Conference cannot be overestimated. But perhaps we should still do and offer more — especially during the in-between years.

Over the past three years I have been deeply grateful for the President's unfailing encouragement and support. It has been pleasant to have had helpful exchanges with several members of the Administration and it has been a happy experience to maintain correspondence with so many of our members around the world. I hope perhaps the modest efforts put in and the limited results achieved may prove marginally beneficial to the strength of the ICCE.

Best wishes to my successor, who will undoubtedly........take it from here!!

ICCE MEMBERSHIP

ANALYSIS—as per Directory of Members, Third Edition

A. NATIONAL SPREAD

Argentina	4	Italy	2	Singapore	1
Australia	23	Ivory Coast	1	South Africa	4
Austria	1	Japan	2	Spain	4
Belgium	3	Jordan	1	Sri Lanka	2
Botswana	1	Kenya	1	Swaziland	1
Brazil	1	Korea	1	Sweden	7
Canada	28	Lebanon	1	Switzerland	2
Denmark	5	Lesotho	2	Turkey	1
Eire	3	Malawi	2	United Kingdom	14
Fiji	1	Malaysia	1	U.S.A.	39
Finland	2	Mexico	5	Venezuela	4
France	4	New Zealand	3	West Germany	5
Holland	3	Nigeria	3	West Indies	1
India	17	Norway	3	Yugoslavia	1
Israel	1	Rhodesia	1	Zambia	3

Total: 215

B. CONTINENTAL BREAKDOWN

Africa	19 members	(8¾%)
America	83 members	(38¾%)
Asia	28 members	(13%)
Australia	26 members	(12%)
Europe	59 members	(27½%)

Total Members 215

C. DURATION OF MEMBERSHIP

Joined

1972 and before	67	(28	Institutions -	39	Individuals)
1973	15	(5	Institutions -	10	Individuals)
1974	21	(6	″	15	″)
1975	10	(3	″	7	″)
1976	22	(7	″	15	″)
1977	49	(22	″	27	″)
1978	31	(11	″	20	″)
	215	(82	Institutions	133	Individuals)

Mr. Gunnar W. Granholm, Chairman of Research Committee, had sent this report:

Report of the ICCE Research Committee, May 1975 — November 1978

Presented to the 11th ICCE World Conference in New Delhi.

Following the recommendations made by the Second Business Meeting of the 10th ICCE World Conference, held in Brighton May 16th 1975, the following programme was adopted for the work of the Research Committee:

a. Information on current research and development projects in the field of correspondence education to be collected, stating title, problem/s, scope, time span, and contact person.

b. A Reasearch Priorities List to be established, stating current needs of research.

c. Full support and co-operation to be given to the present UNESCO - ICCE studies, conducted by Dr. Ripley S. Sims, Univ. of Wisconsin, USA.

d. A session for the possible launching of future ICCE Research Activities to be planned and scheduled for the 11th World Conference, and support to be given to the Programme Committee for that Conference.

In addition to the Chairman, the following committee members have been engaged in the work of the Committee to varying degrees:

Mr. Rune Flinck, past Committee Chairman, Sweden

Mr. Erling Ljoså, Newsletter Editor, Norway

Mr. Arthur Moseley, England

Dr. Otto Peters, Federal Republic of Germany

Dr. Peter Roland, Austria.

Full Committee meetings have been held on May 13th 1976 in the Hague and on October 30th 1977 in Stockholm, in conjunction with workshops arranged by the European Home Study Council (EHSC). In addition to theses meetings, Erling Ljoså and Gunnar Granholm have formed a work party, with meetings on April 20th 1977 and August 28th 1977, in Oslo.

The Committee has issued two questionnaires to the ICCE membership, one collecting data on on-going research projects, and the other on areas, where ICCE members feel a particular need for research projects to be carried out, cf. items a. and b above. A survey of the results of the first questionnaire was published in the ICCE Newsletter 1977, Vol. 7, No. 4. The results of the second questionnaire will be presented at the 11th World Conference.

The Research Committee members have been interested to receive information on Dr. Sims' studies.

The Committee has not considered it fitting to launch a joint ICCE research project at this time, and would refer item d. above to the consideration of the Research Committee to be appointed at the 11th World Conference.

In addition to the programme outlined above, the Committee Chairman has been in touch with a number of scholars all over the world, wanting an exchange of information on research matters. The Research Survey 1976-77 has drawn attention to the organization from other bodies, interested in distance education/correspondence education, and it is our firm view that the survey should be updated at regular intervals.

Gunnar W. Granholm
Stockholm, October 24th, 1978 Research Committee Chairman

The Chairman of the Programme Committee - Mr. Robert B. Wentworth - then rose and expressed his gratitude to everyone for the many contributions received. Actually, more contributions than necessary had come in, and therefore a few changes of the programme had been made. Mr Wentworth invited the participants to study the revised programme, and furthermore he asked the members to find out who were to be Chairman and Rapporteur at the various sessions.

Mr. Erling Ljoså - the Newsletter Editor - then reported:

A. - Practical arrangements

In 1975 only one issue of the ICCE Newsletter had been published before the 10th Conference in Brighton in May. After I had been appointed editor, I prepared one issue (No. 2-3) in the Fall and another one in December. In 1976 and 1977 four issues appeared each year, and I intend to prepare four issues in 1978, too.

By agreement with the President, composing, proof-reading and paste-up have been done by my school in Norway, while printing and distribution have been taken care of from the President's office in London. At least from my point of view, this arrangement has worked perfectly well.

B. Editorial policy and strategies

Since my international experience was very limited, and mainly concerned with research, I felt it both natural and convenient, deliberately to stress research in distance education as the main field of interest for the ICCE Newsletter 1975-78. My efforts as editor have all the time been devoted mainly to persuading researchers to describe their current research projects in papers of a few pages, suitable for the modest space limits of the ICCE Newsletter.

First, from the list of delegates to the Brighton Conference I selected some 30 individuals, to whom I sent a letter. In this letter I asked them to serve as

Newsletter "correspondents", reporting on research projects in their part of the world. About 20 of them told me they were willing to do so, and a couple of them actually sent me some hints, resulting in papers for the Newsletter. However, I soon realized that I had to do something more myself.

The first two years I wrote a considerable number of letters to scholars and researchers I knew or heard of. Some of them sent me papers, suggestions, or comments on previous papers in the Newsletter. Since 1975, about 20 research papers have appeared in the Newsletter, written by authors from four continents.

In close co-operation with the ICCE Research Committee, chaired by Gunnar Granholm, I have sent out with the Newsletter a couple of surveys on research and research priorities. The response to the first one was surprisingly high. The results were published in November 1977 as a special issue of the Newsletter, consisting of descriptions of more than 50 current research projects. This issue has been given a rather wide distribution, and has aroused favourable interest. The survey contains substantial material for further reports in the Newsletter or elsewhere.

C. *News and other topics*

I had decided not to make any efforts in order to gather topical news from member institutions etc., hoping that people would send information on their own initiative. This hope has come true only to a very small extent. In order to fill up the "News & Notes" column, I had to use my scissors on various international and regional newsletters, for instance UNESCO'S **Adult Education Information Notes** and **Innovation.**

Some queries of information have been published as "letters to the editor", apart from this, communication with readers has been very modest. A much richer communication, also with the "correspondents", could presumably have been obtained by a more active editor. Lack of time has also prevented me from extending the "Books & reports" column into a section of book reviews.

In my last issue, I hope in December this year, I will publish a simple questionnaire, asking the readers to give comments on the Newsletter and suggest new ideas. This I hope, will give the new editor valuable suggestions for the improvement of the Newsletter, so that he or she can make it a still more appropriate instrument for communication between ICCE members.

6. PRESENTATION OF

a) Guidelines Handbook for Hosts to and
Managers of World Conference

b) Guidelines on

I The Appointment and Work of ICCE Committees

II The Duties of ICCE Officers, Incorporating Recommendations for the Allocation of Responsibilities

For the information of members of the ICCE one copy of each document was sent out with the ICCE Newsletter in June 1978.

The President of the ICCE - Mr. David M. Young - presented the two Guidelines, and they were both received with acclamation by all members. To ensure that these guidelines are on permanent record it was agreed that they be printed in the Proceedings of the Eleventh World Conference (see pages 195 to 215)

It was proposed to add a passage to the Guidelines for Hosts to the effect that the host country should inform its Ministry of Education of the arrangement of the conference. This proposal was carried unanimously.

7. COMMITTEE STRUCTURE AND APPOINTMENTS

The Executive Committee of the ICCE proposed the appointment of the following Standing Committees:

NOMINATIONS COMMITTEE

Dr. B. Holmberg	SWEDEN (Chairman)
Mr. G. E. Dawson	UK
Miss R. A. Heslep	CANADA
Mr. N. O. Kabwasa	UNESCO, PARIS
Mrs. L. Singer	USA

RESOLUTIONS COMMITTEE

Prof. C. A. Wedemeyer	USA (Chairman)
Dr. B. S. Figur	CANADA
Mr. T. R. Houry	LEBANON
Dr. R. Linemayr	AUSTRIA
Dr. M. L. Mishra	INDIA

FUTURE PLANS COMMITTEE

Miss R. F. Erdos	SWAZILAND (Chairman)
Dr. E. C. Estabrooke	USA
Mr. Aa. Nedberg	NORWAY
Mr. E. Pereira	SINGAPORE
Dr. O. Peters	WEST GERMANY

The proposed committees were carried unamimously.

8. AGENDA FOR SECOND BUSINESS MEETING

The President - Mr. David M. Young - asked the members to advise the Secretary if they wanted further items placed on the Agenda for Second Business Meeting, or if they had comments for the budget to be submitted.

9. ANY OTHER BUSINESS

Mr. F. Leslie Cowham mentioned that the Union Minister of Education was going to participate in the dinner of the evening, and he asked the members to prepare themselves for this and be on time for the dinner,

The First Business Meeting finished at 4.15 p.m.

Jørgen Sejersen
Secretary

MINUTES

SECOND BUSINESS MEETING

held on 14th November 1978, at 9.15 a.m.

at Ashoka Hotel, New Delhi, India

1. PRESIDENT'S REMARKS AND WELCOME

The President of ICCE - Mr. David M. Young - welcomed the participants and called attention to the unusual fact that this Business Meeting was held 24 hours before the termination of the conference, in accordance with the resolution passed at the Tenth World Conference. Now a new Executive Committee and a new President were to be elected and these were to take up their appointment at the Close of Conference Lunch on 15th November 1978.

2. FORECAST OF FINANCE

The Treasurer - Mr. George E. Dawson - mentioned that the subscription to ICCE up till now - $25.00 for Individual Members, $75.00 Member Institutions with less than 2,500 enrolments, and $125.00 for Member Institutions with more than 2,500 enrolments - was based on 1975 prices.

However, since 1975 all expenses had risen very much, and as today 1978-prices were to be paid, all three categories of subscription ought to be put up, assuming that all items of expenditure, such as membership officer, would be continued.

Mr. Dawson suggested the subscription to be increased by about 25% to $40.00, $90.00, and $150.00 respectively. Admittedly, the increase for individual members was more than 25%, but the increase suggested was in Mr. Dawson's opinion inevitable. In reply to a question, Mr. Dawson pointed out that individual Members received a greater percentage of their subscriptions back as a reduction in conference fees than had the Member Institutions.

During the discussion about the increase of the subscription it was suggested that one rate of subscription was to apply to the developing countries and another rate of subscription to the rest of the world. Furthermore a special rate of subscription for students and retired persons was suggested.

3. NOMINATIONS AND ELECTIONS

The Chairman of NOMINATIONS COMMITTEE - Dr. Börje Holmberg - noted that according to the constitution of ICCE a new President and 5 Vice-Presidents were to be elected, and the committee had agreed to suggest the following:

President:	Mrs. Audrey Campbell, Canada
Vice-President:	Mr. Michael Carberry, USA
Vice-President:	Mr. Erling Ljosâ, Norway
Vice-President:	Dr. Jim Nankwenya, Malawi
Vice President:	Mr. Kevin C. Smith, Australia
Vice-President:	Major Jiwan Tewari, India

However, some of the present members were not satisfied with the nominations and suggested a quite new nomination to be made so that also members from other countries than those suggested could be elected. Furthermore it was stated that it would be more correct and democratic if the election of the President was separated from the election of the Vice-Presidents.

The President - Mr. David M. Young - pointed out that the situation was now like this that the members could either adopt the report from Nominations Committee, or they could make new nominations.

After some discussion it was agreed to advance new nominations and to start with the election of a new President. The following were then nominated as new President:

Mrs.	Audrey Campbell, Canada
Mr.	John Daniel, Canada
Prof.	Bakhshish Singh, India

All three members accepted the nomination and the subsequent voting by secret ballot among all the present members led to the following result:

Mrs. Audrey Campbell, Canada	34 votes
Mr. John Daniel, Canada	18 votes
Prof. Bakhshish Singh, India	36 votes

Accordingly Prof. Bakhshish Singh was elected new President of ICCE.

The following were then nominated for Vice-Presidents. According to the voting again by secret ballot each of these obtained the number of votes stated in the column farthest to the right:

			Votes
Mrs.	Audrey Campbell	Canada	61
Mr.	Michael Carbery	USA	52
Mr.	Ruddar Datt	India	21
Dr.	D. O. Faluyi	Nigeria	21
Mr.	Erling Ljosà	Norway	51
Dr.	Jim Nankwenya	Malawi	38
Dr.	Otto Peters	W. Germany	53
Mr.	Kevin C. Smith	Australia	59
Major	Jiwan Tewari	India	33
Mr.	K. M. Tsekoa	Lesotho	25

The result of the voting had the effect that the following 5 members were elected Vice-Presidents:

Mrs.	Audrey Campbell	Canada
Mr.	Michael Carbery	USA
Mr.	Erling Ljosà	Norway
Dr.	Otto Peters	W. Germany
Mr.	Kevin C. Smith	Australia

4. FUTURE PLANS COMMITTEE

The Chairman of Future Plans Committee - Miss R. F. Erdos, Swaziland - made the following report:

It is evidence of its increasing global involvement that the ICCE has received five invitations - one from each of the five continents - to host the Twelfth World Conference. Five invitations from five attractive venues presented the Future Plans Committee with a difficult task in choosing one for its recommendation.

The Committee wishes to thank all the authorities and institutions who have extended these invitations, and to ask those four, whose invitations have not been accepted on this occasion, to renew them at future Conferences. In 1961, when the ICCE accepted Sweden's invitation to hold the Seventh Conference in Stockholm, it was the third consecutive Conference at which Swedish delegates had extended the invitation.

The Future Plans Committee also recommends that an authority or institution, offering to host an ICCE Conference, should prepare a presentation containing the formal letter of invitation, any important letters of support, information about conference and residential accomodation, and the availability of any human and financial resources to help organize the conference. Such information is most helpful to the Future Plans Committee in reaching a decision for its recommendation.

Offers to host the Twelfth Conference were received from

Buenos Aires
Helsinki
Hong Kong
Melbourne
Vancouver

The Future Plans Committee began its deliberations by agreeing upon the following criteria to assess the relative suitability of these venues:

1) Central geographic location conveniently accessible to the greatest possible number of members
2) suitability of conference facilities
3) adequate and not too expensive residential accomodation
4) availability of support from other authorities and institutions at, or close to, the venue
5) opportunity for a post conference study tour
6) the feeling of the membership attending this conference as expressed to members of the Committee following last Thursday's announcement of the venues from which invitations had been received.

Having applied these criteria to each venue the Future Plans Committee reached a unanimous decision to recommend to the Council that it should accept the invitation of the University of British Columbia to hold the Twelfth ICCE Conference in Vancouver.

The Future Plans Committee also wishes to thank Dr. Daniel from the University of Athabasca who on learning that the University of British Columbia had offered to host the Twelfth Conference immediately wrote a letter to the Committee undertaking "to make human and financial resources available from Athabasca University to help with programme planning and organization".

The report was received with applause, and the suggested meeting place - Vancouver - was adopted unanimously.

5. RESOLUTIONS COMMITTEE

The Chairman of Resolutions Committee - Prof. C. A. Wedemeyer - started his speech by mentioning that it would be an advantage if all proposals for resolutions were delivered *in good time* to the committee *in writing*.

In the Chairman's judgement the present resolutions could be divided into three categories:

I - adopted in Brighton
II - future developments
III - 11th Conference achievements

and Prof. Wedemeyer then presented the following resolutions:

I-1

We commend the ICCE Executive on the implementations of Brighton Conference resolutions 8, 11, 12, 13 which related to the wider distribution of conference papers, publication of the Constitution and History of ICCE, the defining of Committee tasks, the provision of adequate time for business sessions at the World Conferences, and the publication of Guidelines for Committees and Officers.

I -2

We commend ICCE on the publication of the Xth Proceedings and thank Past President Börje Holmberg, and Editors Erling Ljoså and Gunnar Granholm for the excellent two volumes produced.

II -1

Inasmuch as ICCE and UNESCO are closely linked, we recommend the following special activities to the next Executive:

a) That we enlist the assistance of UNESCO to accomplish representation (in ICCE and at World Conferences) of countries not now represented, particularly those making wide use of Correspondence Education which have not been represented at the XIth Conference.

b) That we begin the establishment of regional ICCE developing teams, on every continent as soon as possible, as programme centres for ICCE between World Conferences, planning and budgeting the Centres with help of UNESCO and other organisations concerned with such programmes.

c) That we request UNITED NATIONS to propose as soon as possible an International Year of Correspondence Education (or whatever name is most appropriate) and to initiate the steps that should be taken to implement special programmes appropriate to such a year.

d) That we advise UNESCO regarding the issuing of educational guidelines to individual governments that will help create a congenial atmosphere in which Correspondence Education may emerge as a prestigious alternative to other forms of educations.

e) That with the co-operation of UNESCO and other appropriate bodies, we establish relations with the International Association of Universities to study the possibilities of mutual co-operation, that a list of regional and national associations involved in Correspondence Education be prepared, and that research projects be planned for each UNESCO budget with studies to be carried outas soon as practicable in all regions of the world, with the Research Committee funded sufficiently to survey and report research on a world-wide basis.

f) That the ICCE continues to encourage the development of regional and national associations of correspondence educators, and their assumption of local, regional, and national responsibilities in the improvement of Correspondence Education.

g) The ICCE is invited to give careful consideration and take appropriate measures to ensure that in the near future and at the next conferences.

  i) the problems and needs of newer and smaller members schools (normally not working at a University level and very often private institutions) are more specially dealt with be it in research, publications, and by other means;

  ii) special sessions are arranged which take more into account the different interests of delegates attending such a conference (e.g. universities, developing countries, adult education, vocational training).

III -1

That the ICCE expresses its gratitude to David M. Young, President, for his careful stewardship and untiring efforts on behalf of this organisation during the years 1975-78.

III - 2

That further the ICCE expresses to all the other elected and appointed officers and committee members, appreciation for many jobs well done by Vice-Presidents: Mary L. McPartlin, Otto Peters, Bakhshish Singh, Kevin Smith and Hafiz Wali; and Jørgen Sejersen, Secretary, George Dawson, Treasurer, Erling Ljosà, Newsletter Editor, Leslie Cowham, Membership and Recruitment, Gunnar Granholm, Research Chairman, and Robert Wentworth, Programme Chairman.

III -3

That the members of ICCE individually and collectively appreciate the extraordinary efforts of our host, Prof. Bakhshish Singh, in arranging local accomodations, cultural programmes and opportunities of consistently high standards, all administered with unfailing courtesy, kindness, tact and consideration.

III - 4

That the members of ICCE commend the high level of scholarship that characterises Ripley Sims' landmark research report, and that we urge the Executive of ICCE to work out with UNESCO the appropriate publication of this important work.

III - 5

That we express our deep gratitude to all the speakers, chairmen, rapporteurs, and others, whose diligent work has made this XIth World Conference significant in terms of substantive content, friendly interchange, improved learning and understanding.

III -6

That we express to UNESCO, UNICEF, the Commonwealth Foundation, Ford Foundation, USAID, the British Council our pleasure over the support that has been given to the XIth ICCE Conference, making possible the attendance and participation of representatives from developing areas with the hope that such evidence of mutual esteem and co-operation will grow in the years ahead.

III - 7

That we express to the Vice-President of India our pleasure at the honour he bestowed upon ICCE by opening the Conference; to the Union Ministers of Education, Government of India, our gratitude for the special dinner that was provided for the ICCE World Conference, and to the Chairman of the University Grants Commission, India, for the tea which was provided for the conference delegates.

All these resolutions were adopted unanimously.

In connection with the adoption of the resolutions the following comments were put forward:

Mr. R. S. Sims thought that ICCE should consider what ICCE could do for UNESCO and what UNESCO could do for ICCE.

Mr. N. O. Kabwasa said that ICCE should not mention names of countries and institutions in its resolutions. In his opinion this would be more diplomatic.

Mr. David M. Young replied that the wording of the various resolutions could not be changed after their adoption by the assembly.

Mr. G. Kassis pointed out that UNESCO deals with education in developing countries, and therefore he found it quite natural that UNESCO was mentioned.

6. FUTURE ICCE ACTIVITIES

Mr. G. Kassis mentioned that in his opinion the best thing was to hold the ICCE-Conference during the summer-time.

Prof. N. McIntosh suggested the conference to be held in another language than English in future.

Dr. Börje Holmberg did not think that this was a good idea.

Mr. Jack Foks was in favour of Nominations Committee receiving and considering all proposals from the members for nominations before the Second Business Meeting. As regards the venue for the next conference Mr. Foks thought that all invitations received should be put to the vote among the members at the Second Business Meeting. Furthermore Mr. Foks suggested all resolutions to be accessible for some time before they came to the vote at the Second Business Meeting.

Finally it was proposed that the ICCE-Newsletter in future was published more often and more extensively if it could be afforded.

7. ANY OTHER BUSINESS

Prof. N. McIntosh pointed out how important it was for the new Executive Committee to be able to co-operate, and she would like to be informed of the names of the entire Executive Committee and the Administrative Staff before the departure from New Delhi.

Mr. G. Kassis suggested that all ICCE-members send their ideas and proposals for improvements to the Executive Committee before the next conference was to be planned.

Mr. N. O. Kabwasa mentioned that too many did not know of the existence of ICCE

The President - Mr. David M. Young - now took the floor and reminded the assembly that all material for the 2nd edition of Proceedings should be handed in as quickly as possible.

Furthermore Mr. Young mentioned that the various sessions of the morning were adjourned to the same time 15th November 1978, because the Second Business Meeting had required much more time than estimated.

Finally Mr. Young refered to the proposal to issue a questionnaire concerning the conference with a view to collecting experience and ideas for the next conference.

Second Business Meeting ended at 12.15 p.m.

Jørgen Sejersen
Secretary

THE CONFERENCE PROGRAMME

(academic meetings) in detail with rapporteurs' reports and references to papers in Volume 1 and 2

Wednesday November 8, 1978

4:45-5.35 p.m. *

The development of correspondence education-- an international concern The Knute O. Broady lecture	Dr. Börje Holmberg (Sweden) at Fernuniversität (West Germany)

· See article with the above title in Volume 1 The Advance Papers pages 17-24 inc.

Presiding: ICCE President David M. Young,
The Rapid Results College (United Kingdom)
Rapporteur: Erling Ljosà, NKS (Norway), editor of ICCE newsletter.

The rapporteur's report

The lecture was given in the presence of the honoured Vice-president of India Shri B.D.Jatti.

Professor Holmberg first considered what is the essence of correspondence or distance education, and stressed the following aspects -

1. It is characterised by *non-contiguous* communication - that is, the learner is generally at a distance from the teacher.
2. The basis of the distance study is a *pre-produced* course, which aims at being *self-instructional.*
3. *Organised two-way communication* takes place between the students and a supporting organisation, in most cases based on assignments for submission.
4. Distance education caters for *individual study.*
5. Distance education is as a rule a form of *mass communication,* and appears as an *industrial type of teaching and learning.*
6. In spite of technological approaches implied, distance study should be regarded as a *mediated form of guided didactic conversation.* The theory of distance education as such a conversation describes an essential feature of what has been done in correspondence education from the very beginning.

Professor Holmberg went further and discussed what can be achieved by distance education.

---

* The times given throughout the programme are scheduled times. Although sessions often started late, they occupied the proper amount of time, were conducted with vigor, and were well attended.

The normal target group for distance education is adults, who are already provided with the kind of general socialisation which is required by the society. In addition, distance study should aim at a specific *academic socialisation*, and this can be adequately catered to by distance study. In fact, distance study would seem to have special potentials in the training in *autonomous study*.

We must look into how students themselves can influence or even independently decide not only *how* they are to study but also *what*, the latter by selecting their own learning objectives.

Professor Holmberg concluded by expressing the belief that the problems he had discussed are *international concerns*. To make use of the vast possibilities inherent in distance education in different cultural settings is far from unproblematic.

In 1962 Gayle Childs (USA) expressed a challenge to someone who would undertake to relate the generally accepted principles of learning to the process of teaching through correspondence study. This challenge was recently taken up by John Baath (Sweden) who has analysed seven modern teaching models with a view to finding out to what extent they are applicable to distance study. He found that all the models investigated are applicable, although some of them seem particularly adaptable to distance study in a rather strictly structured form. Thus, the methods of distance study cannot be regarded as the consequences of any one specific learning or teaching theory.

Our insight into international distance education should inspire us to look critically at the particular systems in which we are active, and try to bring about the changes that we find necessary and desirable.

Bridging the gaps between different cultures and traditions by mutual information and by exchange of views is an important international concern. ICCE is our international forum for this co-operation. This was also what Knute O. Broady, our deceased honorary president, worked for. Professor Holmberg concluded his lecture by wishing that the delegates should be active together in this spirit during this and future ICCE conferences.

In the *cognitive* domain, which concerns the acquisition of factual knowledge, the effectiveness of distance study is seldom challenged. Some *psycho-motor* objectives do not lend themselves to correspondence study, whereas other skills do. In some technical subjects the use of laboratory kits has proved very advantageous. In the affective domain, which is concerned with emotions and attitudes, it seems that non-contiguous communication has less power to influence students than face-to-face meetings.

5:35-5:45 p.m. Reception

7.00 p.m. **India - an introduction for visitors**

Prof. Bakshish Singh, Punjabi University (India)
See article with the above title in Volume I
The Advance Papers, pages 9-13 inclusive.
Prof. Singh ICCE vice-president and conference host spoke on the history and culture of India, then showed an Indian government film on classical dance.

8.00 p.m. Dinner

Host: The Union Minister of Education
Government of India

Thursday November 9, 1978

9:15 - 10:30 a.m.

General session: dialogue

A decade of co-operation between ICCE and UNESCO: possibilities for the future.

See article with the above title in Volume 1 The Advance Papers, pages 25 - 29 inc.

Speaking for UNESCO: N. O. Kabwasa, senior officer,adult education
Speaking for ICCE: Prof. Charles Wedemeyer (retired), University of Wisconsin (USA); ICCE past president.

Chairman: David M. Young, The Rapid Results College
ICCE president (U.K.)

Rapporteur: Dr. R.K. Gupta, National Council of Educational Research and Training (India).

Expressing the gratitude of ICCE towards UNESCO for co-operation and support over the last decade in various programmes, Professor Wedemeyer expressed the hope that UNESCO would expand the areas of co-operation and lend further support. Since ICCE is the only recognised institution promoting programmes of correspondence education all over the world, Professor Wedemeyer said, it would be appropriate for UNESCO to extend its areas of support to ICCE.

Mr Kabwasa conveyed the good wishes of the Director General of UNESCO who could not attend this meeting because of other pressing demands. He read a message on behalf of the Director General wherein it is suggested that UNESCO is interested in promoting both formal and non-formal educational programmes since such programmes are linked with UNESCO's basic objective of promoting peace for all people. *The text of this message is on the next page.*

Mr Kabwasa mentioned that ICCE is already recognised as a B class non-government organisation (NGO). This enables ICCE to send a representative to UNESCO meetings every two years to discuss areas of co-operation and to formulate co-operative programmes. UNESCO could also support programmes developed by ICCE in the areas of (a) publications (b) forums and meetings, (c) application of ideas and (d) consulting services.

Mr Kabwasa felt that as a recognised B class NGO, ICCE could advise the Director General of UNESCO in certain areas and could contribute to the implementation of UNESCO programmes. One way to expand the areas of co-operation between the two agencies is this: ICCE might look into the programmes already approved by UNESCO and suggest to it how the two organisations might co-operate in carrying out specific activities. Costs of holding such meetings and facilities for secretarial work in connection with such efforts could be met by UNESCO.

Professor Wedemeyer drew attention to the urgent need for setting up a permanent secretariat of the ICCE. Considerable discontinuity is inevitable when there is no permanent location. It was, therefore, suggested that UNESCO consider the possibility of helping ICCE in this effort.

Mr Kabwasa's reply was frank. He said that *only some* of the A class NGOs had been granted secretariat facilities by UNESCO. These are special agencies considered necessary by UNESCO. The ICCE, he felt, could not get such facilities.

A highlight of the discussion was Mr Kabwasa's remark that it is not relevant to ask what UNESCO could do for ICCE but what ICCE could do for UNESCO.

The President's remarks at the conclusion of the session were greeted with cheers when he said that, after a prolonged correspondence, he now knew what is implied in UNESCO's acceptance of ICCE as a B class NGO member. He felt that the frank answer provided by Mr. Kabwasa would help ICCE in promoting greater co-operation between ICCE and UNESCO.

Message from the Director-General of the United Nations Educational, Scientific and Cultural Organization to the Eleventh World Conference of the International Council for Correspondence Education.

(New-Delhi, 8-15 November 1978)

It gives me great pleasure to extend greetings, on my own and UNESCO's behalf, to the organizers and participants of the Eleventh World Conference of the International Council on Correspondence Education (ICCE).

This is the first time that the Council has organized its World Conference in Asia. It is also particularly significant, in view of the increasing interest developing countries are showing in correspondence education, that it is being held in one of those countries.

UNESCO sets great store by this Conference, to the organization of which it has indeed made its own modest contribution. The matters it is discussing are also foremost among UNESCO's concerns, closely relating as they do to the worldwide improvement of educational opportunity, equality of access to learning for all, and the improvement of the content and methods of education.

For many members of the adult population, especially in rural areas and particularly in developing countries, correspondence education offers a unique opportunity for continuing their studies. By this means, people who would otherwise have been at a disadvantage because they live far from centres where educational institutions are concentrated can pursue appropriate learning activities at low cost and at their own pace without leaving their home environment. Such education makes it possible to bring them into the orbit of the learning society.

The ICCE is to be commended for what it has already done to make lifelong education at a distance a reality. The accomplishments of some of its members in broadening access to education through the use of various modern media, such as radio, television, satellite broadcasting and folk media are well known, but the search for still better methods to achieve achieve access for all to open, two-way communication in education needs to continue. In our rapidly changing society, it is an increasingly complex matter to work out an effective educational system capable of promoting the all-round development of the individual. A broad interdisciplinary approach is required in the evaluation of the effectiveness of existing correspondence education systems, the analysis of their future trends, and the assessment of their role in solving the interrelated problems of modern society.

There are numerous areas of UNESCO's programme where the ICCE, as an international non-governmental organization, could usefully co-operate in concentrating international efforts. These include: the combination of the resources of formal and informal education into a coherent whole; the development of educational and vocational guidance as a means of increasing mobility within educational systems; the introduction of greater flexibility into the procedure for a transition from one level or type of education to another; research into new forms of teaching and learning, emphasizing self-directed learning; the definition of the principles and contents of basic education; and the improvement of national capacities to meet the educational needs of young people who have never attended school or have not completed their schooling. Other fields include research into lifelong education, the use of the national cultural and artistic heritage for educational purposes, in relation to distance education, evaluation of the content of education for the purpose of lowering educational costs, and the use of mass media in education; while the adaptation of education to the social environment through distance teaching system and the development of training methods for distance education specialists are of direct interest to the ICCE.

In conclusion, I wish the Council and its Conference every success in their work directed towards the practical realisation of the principle we all hold dear: in the simple words of the Universal Declaration of Human Rights, "Everyone has the right to education".

AMADOU-MAHTAR M'BOW

10:30 - 11:00 a.m. Coffee.

11:00.a.m. - 12:30 p.m.

General Session: UNESCO - ICCE research report

New trends in correspondence education

Ripley S Sims,
University of Wisconsin
(USA)

See article with this above title in this volume, ***pages 265 to 282***

Chairman: Dr Naomi McIntosh, The Open University (United Kingdom)
Rapporteur: John H Buss, Capricornia Institute of Advanced Education (Australia)

In his enquiry into correspondence education, Ripley S Sims used the total education system as the basis for his analysis. He concentrated on four variables: learning and learning technology, education in society, educational institution building, cost benefit and cost effectiveness.

He uses these four variables as a framework from which to look for common dimensions in correspondence education and its processes. In so doing he has taken us back to the fundamentals which underlie our endeavours and has provided a coherent starting point for further research and analysis.

The core of Ripley Sims' paper, the theme that runs right through it, is the concept of the "learner learning as opposed to the teacher teaching". He says: "The focus has moved from the teacher teaching to the student learning - the teacher's job is to arrange a series of learning opportunities that will fit the individuals needs and capabilities and stimulate him to learn, in his own way; at his own rate, by his own efforts".

This statement applies to all educating processes. Why do we have to consider it at length in correspondence study? Perhaps the reason is that in the interactive situation of the lecture room we can approach this condition without the pre-thinking and preparation that is necessary in correspondence education. In correspondence education we have to help the learner to learn in a largely one way communication system. We have to commit our study materials to paper and our deficiencies as educators show much more readily than they do in the classroom.

In the floor discussion the Australian and United Kingdom practices were compared. In Australia at the college level, full-time and external studies are usually carried out within a single institution. There are also an increasing number of "mixed mode" students who complete their courses partly by conventional means and partly by correspondence. (It was confirmed by statements in question time that this is occurring in other countries as well.) In the United Kingdom, on the other hand, the large and influential Open University is completely separate from other educational institutions.

Ripley Sims reports that cost data concerning communicative technologies and their use are not available within the respondent organisations. There is a great deal of information available from both commercial and academic sources in the marketing and advertising area. One wonders why it is not being used.

The average cost of salaries is given as approximately two thirds of recurrent expenditures. This approaches the percentage expenditure on salaries that one would expect to find at the college level. We need further comparative information on the dollar cost per student. It would seem in the absence of this information that the only substantial cost advantage of distance education is in capital expenditure.

The future of research was discussed by those attending this session and comments by participants can be summarised in three questions.

— In what areas should ICCE be asking questions and researching in the next ten to fifteen years?

— How can we do this in a co-operative and comparative way - so that we can all learn from the results?

— Is it possible to use research findings in all the different cultures and environments represented at this Conference?

12:45 p.m. Lunch

2:00 - 3:30 p.m.

General session: Overviews

(1) Adult Education

Dr James Draper, International Council for Adult Education (Canada)

(2) Indian Education

Dr Malcolm Adiseshiah, Vice Chancellor, University of Madras; President of ICAE (India)

See article on Indian education in this volume, pages 227-232

*Chairmen: Dr Amrik Singh, Punjab University (India)
Prof Satish Chandra, University Grants Commission (India)

*Dr Singh presided during the adult education portion of the session while Prof Chandra was in charge of the Indian education part. Dr R.K. Gupta was rapporteur for the entire session.

Rapporteur: Dr R.K. Gupta, National Council of Educational Research & Training (India)

Dr Draper began by saying that "life long learning" is becoming a world-wide trend. It is now being accepted as a concept, a form of behaviour, a philosophy, a way of life, a fact and an enterprise. This, he suggested, necessitated removal of barriers to learning by extending educational and learning opportunities to a greater and greater number of people. Teaching adults to read and write decreases their dependency on others, but is not enough unless followed by continuous learning. Distance education, he felt, could greatly facilitate continous learning.

Dr Draper highlighted the role played by various media in promoting continuous and lifelong education in both developing and developed countries. He argued that an excessive dependence on the written word would lead to an excessive demand for paper and might restrict the opportunities for learning in some countries. He felt that the universities could play an important role by offering graduate courses in adult education to help promote the concept of lifelong education.

The response from the participants was equally encouraging.. It was argued that even though correspondence education had a limited role to play in adult literacy programmes in countries like India, it could be a very effective way of orientating administrators to new approaches in the field. It was also argued that it is doubtful that universities will be able to contribute much in promoting lifelong education through offering graduate courses in adult education. Dr Draper, however, felt that adult education even had the potential to be accepted as an academic discipline.

Professor Adiseshiah created a flutter among representatives of the developing countries when he mentioned the "magnificent achievement" of India with its 100 million students, 4 million teachers and 20 million rupees of expenditure. For a country like India, this is no mean achievement for three decades, but the desired level is still beyond reach, he said.

Professor Adiseshiah pointed out that India is now experiencing a conflict peculiar to all developing nations. It arose out of the need, on the one hand, for promoting excellence in higher education to meet ever-increasing manpower needs of a technologically developing economy and the need, on the other hand, for equalisation of educational opportunity. He said it is not easy to reconcile the two claims.

India, he said, has finally decided to promote the cause of providing educational opportunity to all its masses even at the cost of de-emphasising university-level programmes. Correspondence courses, he said, are gaining importance in the country in both formal and non-formal education.

In the developing countries, he said, there is no choice except linking educational programmes with work. This shift in emphasis to work-study is gaining momentum. It is likely to show the developing countries a new way to balance the conflicting claims of an elitist system and education for the masses. Correspondence education programmes, he felt, have to play an important role in these countries.

Representatives of the developing countries were particularly jubilant in seeking clarifications and further details. In view of the shortage of time, however, all the questions could not be responded to.

3:30 - 4:00 p.m. Tea

Choice of three different sessions between 4:00 and 5:15 p.m.

4:00 - 5:15 p.m.

Dialogue - How can we best motivate students as a group and individually?

Dr M. Habeeb Ghatala (sociologist) Saudi Arabian educational mission in the United States (USA)

Dr Elizabeth S Ghatala (psychologist), University of Houston (USA)

The Ghatalas provide separate answers to the above question in their papers in this volume, pages 250 to 257

Chairman: Dr Thomas Kennedy, Western Australian Institute of Technology.

4:00 - 5:15 p.m.

Games for conferences

Robert B. Wentworth, Massachusetts Department of Education (USA)

See article on games in Volume 1, page 37

*The author conducted the games session with the assistance of his games partner Prof. Carol Tribe, Webster State College (USA).

In the beginning there was a row of chairs against each side wall of the conference room. Delegates sat there silently facing each other.

---

* One of the purposes of this session was to provide a living demonstration of how games can enliven and enrich a conference. This was done in the hopes that some who shared the experience will return to their own schools and make use of games.

Then the games leader said, "Choose partners. Choose someone of the opposite sex if you can, but in any case choose someone from another country you don't know". Soon everyone had found a partner.

The partners stood in the center of the room where the chairs usually are. The first game was the *silent introduction.* No word was spoken or written, but each partner came to know the other through elaborate gestures, the emptying of wallet or purse or by other silent means. Through coping with a common problem the two began to understand and appreciate each other. They laughed a little at their difficulties, were perhaps amused at the antics of others nearby.

Soon it was clear that it is not necessary to act like a Ph.D! An interpersonal relationship had been started, one that is more memorable than the conventional introduction. (The games leader explained *why* we did what we did; later on he asked the delegates to help with the explanations.)

Change two was the second game. The partners were asked to "take a good look at each other "while making "small talk" as desired. Then they stood back-to-back while each partner made one slight change in his physical appearance or clothing. Could the other partner notice the change? That's the game! Next, each partner made two changes. Could the other partner tell what they were? Sometimes. (What is the value of this game? It builds good relationships; it also shows that often our perception is not what we think it is.)

Walk the gauntlet was the third game. This can be a "treatment" for anyone who still seems more sombre than he/she should be. All participants except "the victim" formed two lines facing each other, about two metres apart. The action began when "the victim" walked slowly down the aisle. The gauntlet, without speaking a word, without touching him, tried to make "the victim" smile! (They succeeded. Assorted noises and gestures can be very effective.) (What does this show? That group action can be powerful even without speech or physical violence.)

Getting to know you -- a much longer game -- was the highlight of the session. Everyone removed shoes because shoes are conventional structure which is not necessary in an informal situation. The couples placed chairs in the "love seat" arrangement (one facing forward, one facing backwards, both chairs touching each other) at random locations throughout the room.

At this point the game became very personal. Each delegate tried to find out what his/her partner is really like while revealing himself/herself favorably. "Suppose", the leader said "you are interviewing your partner to determine if he/she might be the kind of person you could trust on a journey into the unknown. Likewise, your partner is sizing you up. You speak of what you are most proud, what means the most to you in life. Your partner does the same."

The leader paced about, making random suggestions to "direct" the conversations he did not hear. After some time he said, "Make a promise to your partner....a promise to write, to complete a task, to give up smoking....whatever you wish to promise."

Next, two couples joined together to form a group of four; this was done throughout the room. Now Partner A described to the other three in the group the strengths of his/her partner, what he/she has discovered. The other partners in turn did the same as time permitted.

Delegates had come to the session as individuals. Having chosen partners, they shared various experiences together. In groups of four, they had then told others about their perceptions. Finally, everyone joined hands in one large circle: sidestep left, side-step right, two steps forward, two steps back - awkwardly but happily dancing *together*. And there it ended!

(Yes, everyone got his/her shoes back on the way out.)

Some impressions, contributed later, by Dr. Adrea O. Fineza, Ministry of Education & Culture, The Philipinnes.

On first immersion, it was an uncomfortable experience! Playing "silly" games with other self-conscious Ph.D. participants isn't quite the same as playing games with my favourite group of Girl Scouts. Some initial feelings: "This is an artificial situation." "Doesn't this give you the creeps?" "Good Heavens!"

But as we went through the "silent introduction" (too polite to break Bob's rules) we lost ourselves in our partners. The ice began to thaw.

It felt good to be a child again, to shed our masks and lose our inhibitions, to be able to say, "I am me. Who are you?"

There were some nice results too:
-- Partners exchanged notes and materials as a result of the encounter.

-- An Indian delegate promised to take his partner to meet a writer-friend; they went and both partners enjoyed themselves immensely.

-- A European poet wrote a beautiful poem and dedicated it to his partner.

Games anyone?

4:00 - 5:15 p.m.

What are we doing in research? Some trends in the ICCE research survey 19761977.

Erling Ljoså, NKS (Norway)

See article with the above title in Volume I The Advance Papers, Pages 184 - 189 inclusive.

Chairman: Prof. Charles Wedemeyer (retired), University of Wisconsin (USA)

5:15 - 5:30 p.m.

Daily summary by the rapporteurs of the concurrent sessions.

This was a good idea which did not work! Following a busy day, after an exhilerating late afternoon session which may have run beyond the appointed hour, few people were ready for a daily summary. This small point of the program was cancelled for lack of interest - the only scheduled event to meet that fate. Delegates who wondered what went on in the concurrent sessions they did not attend may satisfy their thirst for knowledge by reading Volume 2 - Editor.

Evening Sound and Light show Red Fort

* The decision to cancel applied to daily summaries scheduled for Thursday and the following Monday and Tuesday.

Friday November 10, 1978

Choice of three different sessions between 9:15 and 10:30 a.m.

9:15 - 10:30 a.m.
Research reports and shared insights : what do we know about our students?

Dr Otto Peters, vice chancellor. Fernuniversität (West Germany)
Prof. Naomi McIntosh, The Open University (United Kingdom)

See the guidelines and suggestions for discussion provided by Dr Peters - Volume 1 The Advance Papers, pages 182 - 183.

9:15 - 10:30 a.m.
The activities of the Commonwealth Secretariat in correspondence education

J.S. Farrant, Commonwealth Secretariat (U.K.)

*See article * with the above title in Volume 1 The Advance Papers page 39 - 43 inclusive.*

Chairman: Dr. John S. Daniel, Athabasca University (Canada)
Rapporteur: Dr Edward Estabrooke, The American School (USA)

The Commonwealth

1. **Population**

25% of the world's population

2 **Origin**

Grown out of the former British dominions and colonies in Africa, Asia, Caribbean, North America, Mediterranean and Pacific.

3. **Membership**

Voluntary association of countries (South Africa and Pakistan left) 39 independent countries 40 in December (St. Lucia)*

* The paper in Volume 1 lists 36 countries. Countries which have joined the Commonwealth nations since early 1978 are Dominica, Solomon Islands, Tuvalu and St. Lucia.

* Normally the Commonwealth Secretariat does not attribute a staff paper to any individual. The article in Volume 1, therefore, should not have been attributed to Mr Rex Akpofure, director of the education division. Mr J.S. Farrant represented the Commonwealth Secretariat at the ICCE conference.

4. **Character and function**

A microcosm of the international community, a bridge between races and cultures, nations able to discuss common problems frankly.

5. **Commonwealth Principles**

Agreed to by Commonwealth leaders in 1971. A commitment to

- international peace and order
- equal rights for all citizens
- opposition to colonial oppression and racial oppression
- individual liberty
- a fairer and more just society

Commonwealth meetings

1. **Frequency of meetings**

Every two years (next year Lusaka)

2. **Purpose of meetings**

To discuss world problems
To pool experience
To exchange ideas
To decide on joint

Commonwealth Secretariat

1. **Origin**

1965 as a result of a heads of government meeting.

2. **Secretary General**

Mr. Shridath S Ramphal

3. **Staff**

300 representing more than 20 Commonwealth countries

4. **Function**

Consultation between member states.
The exchange of information
Implement joint activities agreed to by heads of governments.

5. **Structure**

International affairs
Economic affairs
Legal matters
Food production and rural development
Health
Science
Education
Youth
Commonwealth Fund for Technical Co-operation

The Education Division

1 **Structure**

- Director
- Assistant Director
- Seven professional officers concerned with
  - Higher education
  - Technical education
  - Teacher education
  - Educational administration
  - Science and mathematics teaching
  - Universal primary education
  - Educational media
  - Non-government organisations
  - Non-formal education
  - Education of women and girls
  - Book development
  - Teaching about the Commonwealth
- Geographical areas
  - Africa (13 countries)+ UK
  - Asia (6 countries)
  - Caribbean (8 countries) + Canada
  - Pacific (6 countries) + Australia & NZ
  - Mediterranean (2 countries)

2. **Work of the Education Division**

(a) Collection, analysis and dissemination of information
newsletter
publications (refer to publications listed in Volume 1, page 43)

(b) Study of educational problems commissioned studies, eg low cost teaching materials, alternative ways of training teachers, etc.
organisation of meetings, workshops, etc.

(c) Encouraging co-operation

3. **Work in area of correspondence education**

directory of correspondence institutions
case studies of correspondence methods used in teacher education
encouraging councils of accreditation
recruitment of experts to write courses

Commonwealth Fund for Technical Co-operation

1. **Origin**

Heads of government recommendation 1971

2. **Nature**

£11M inter-governmental development fund available to all member countries that are classed as "developing countries".
Raised by contributions from member countries.

3. **Structure**

(a) Export market development programme
(b) General technical assistance programme recruitment of operational experts, advisers, etc
    funding projects
    no capital payments
(c) Education and training programme
    educational projects
    training experience through visits, third country training (not developed countries)

Commonwealth Foundation

Function

to encourage and support Commonwealth professional associations.

Commonwealth Scholarship and Fellowship Plan (As of early 1978)

1 **Origin**

Commonwealth Education Conference (Oxford 1959)

2. **Function**

to enable graduate scholars from developing countries of the Commonwealth to gain experience at universities abroad and thus raise the academic standards of the universities in developing countries.

3. **Operation**

bilateral arrangements.

4. **Number of scholarships**

1500

9.15-10.30 a.m.

How to use the library imaginatively in developing correspondence courses

Lilian H Wentworth, Thayer Academy (USA)

See article with the above title in Volume I The Advance Papers, pages 190 - 200 inc.

Chairman: W. Werner Prange, University of Wisconsin (USA)
Rapporteur: Jørgen Sejerson, Monsteds Kursus (Denmark)

Note: The paper in Volume I emphasizes the teaching viewpoint. The discussion at this session was more concerned with student use of the library. - Editor.

A library is often called a "storehouse of knowledge," but the storehouse is meaningless unless it is used. It is a tool, and students must be taught to use that tool effectively. There must be interaction between the library, the teacher, and the students, so that using the library becomes a habit. When the last course is completed, the last examination taken, the diploma achieved, the library remains as a source for pleasure and enrichment--a lifelong university.

The computer age, with its vast potential for disseminating knowledge through a network of retrieval systems, will bring information to students in such depth that they will need even more guidance in selecting the appropriate responses for their needs. (The computer could revolutionize correspondence education also).

Discussion brought out the fact that some developing countries have no libraries. They have no books with which to buy them. What is to be done? One solution could be to make photocopies of books. To do this, there is need for less restriction in copyright laws. It was suggested that there be a resolution offered recommending study of copyright laws with the view of making materials more available to countries with such a need.

In Australia the copyright fee is very small. In South Australia libraries have a special department and budget for education; they send book trains out into the country.

India has tried to use school libraries for correspondence students, but the result has been poor. Very few students made use of this opportunity.

The session concluded with these questions; What service should a library offer to correspondence students and teachers? Should libraries serve as centers for correspondence education?

10:30 - 11:00 a.m. Coffee

11:00 a.m. - 12:30 p.m.

Role-playing: Student Counselling -- what works best?

Louise Singer, Technical Home Study Schools (USA)

See the article with the above title in Volume 1 The Advance Papers, pages 179-181 inclusive.

Chairman: Michael Grant, Adelaide College of Advanced Education (Australia)
Rapporteur: Ruth A. Heslep, Alberta Correspondence School (Canada)

Three role-playing scenes were enacted spontaneously by volunteers from the audience. In some instances a player assumed a role familiar to him in his profession. On the other hand, a player might take a part far removed from his present daily life.

For example, a USA correspondence school executive was a counsellor in one skit. At the same time a Swiss executive appeared as a correspondence student who couldn't understand why he was called in for a face-to-face consultation. Perhaps one player met a new type of student. No doubt the other player came to understand the "student point of view" a little better.

Louise Singer and members of the audience offered various constructive suggestions following the role-playing scenes. Here are some of them:

Students should make prior arrangements for counselling because time is important to a counsellor. But a counsellor should assure each student that his/her problem is of utmost cencern to the counsellor, the teacher and the school.

Counsellors should be alert to the "cry for help". Often a problem seems to be academic, but actually it is a personal dilemma which requires professional attention.

In conclusion Mrs Singer stated that every person is important, that every student must feel encouraged to complete his/her course, that counsellors should help each student to help himself/herself as much as possible. She suggested that every student should be encouraged to have "finishitive" as well as "initiative".

11:00 a.m. - 12:30 p.m.

Linguaphone demonstration

Lecturer: *Dr Marcela Hajek, Linguaphone Institute, Ltd. (United Kingdom)
Rapporteur: Dr Rubert D. Goodman, University of Queensland, (Australia)

Dr Marcela Hajek of the publishing department, Linguaphone Institute (London) described the work of the Institute and its audio-active methods used to teach languages in a home study situation. She illustrated the methods by displaying the text book of a language course for beginners. The book contains the study material and dialogues of 30 lessons. An accompanying handbook has translations, grammatical notes, appendices and vocabulary lists.

With this material go (a) a book of written (self-correcting) exercises and a set of correspondence exercises, (b) oral practice material and audio-active exercises with recordings and (c) recordings of the texts and dialogues contained in the textbook. Tutorial service (where available) is included in the cost of a course. A student may take as long as he wishes to complete a course.

The seminar discussed a wide range of problems associated with the Linguaphone method of language teaching. The question of motivation of students was raised. Reasons for studying a language were discussed. (In some countries there is a tradition of language learning, while in others, such as Australia, there is less interest.)

In reply to questions, the meeting concentrated on the problems of learning English by Linguaphone methods. Dr Hajek commented on various procedures and techniques used, including the tutorial service. Some members pointed out the difficulties of learning the different forms of English, (American English, Indian English etc.) and asked if appropriate courses could be developed to cater to the needs of students who want the English language primarily to communicate in their own country.

Further discussion ensued on the different approaches to language teaching: the direct method, traditional grammatical approaches and various forms of oral and written practice. Dr Hajek thought that methods used should vary according to the language taught.

---

* Dr Hajek substituted at the last moment for her employer, Keith Rawson-Jones. In a comedy of errors not her fault, Dr Hajek arrived without a Linguaphone but with experimental video cassettes for which no projection equipment was available. But, in the words of one observer, she "provoked a stimulating discussion".

11.00 a.m.-12.30 p.m.

Accreditation of correspondence colleges - The United Kingdom experience

Mr John F Phillips, chairman of the Council for the Accreditation of Correspondence Colleges (UK)

See the article with the above title in Volume I The Advance Papers, Pages 44 - 48 inclusive.

Chairman: Dr Homer Kempfer, Continuing Education Council (USA)
Rapporteur: E.H. Metcalfe, Business Training Ltd. (UK)

Mr Phillips expanded on his advance paper, stressing the important part correspondence education had played in the training of professional men in the UK over the last century.

Following the report of the Gurr Committee, the Council for the Accreditation of Correspondence Colleges was established. The establishment of the Council, with the help of correspondence colleges, for the institution of a "self-regulatory" system was wholly consistent with UK practice and tradition. The enlightened self-interest of UK colleges, not wide-scale abuses, made state regulation both unnecessary and undesirable.

The Council comprises five members nominated by the Department of Education and Science, five members elected by the accredited colleges, and a chairman appointed by the Minister of Education. The Council is independent in its operation, Mr Phillips stressed.

At present all 36 major UK correspondence colleges are accredited. Great care is taken to ensure the suitability of assessors to judge the courses provided by each college. Accreditation is only granted when ALL aspects of a college's operation are considered satisfactory. Several colleges have consequently had accreditation deferred or awarded contingent upon specified improvements. Each college is looked at in considerable depth, covering all aspects that could in any way affect a student's welfare. Any student enrolling with an accredited college is assured of a sound course, proper treatment and a fair deal.

Another aspect that Mr Phillips stressed was that the Council's obligation to bring about an improvement in standards. This is done by the continuing contact with colleges and at the re-accreditation stage, usually every five years. The Council's assessors often help individual colleges with suggestions for improvement.

The prospect of European Economic Community regulations on the horizon was viewed by the Council as being irrelevant to the UK situation. The proposed regulations are based on consumer protection rather than educational standards. The Council feels that the consumer is already well protected by existing legislation.

The Council is financed both by the accredited colleges themselves and the government. The credibility, worthiness and independent nature of the Council's work is recognised by the provision of a government grant. Even so, the Council works on a low budget, but has achieved a great deal in spite of this.

Why should a college become accredited? Two main reasons were given. A college not only needs to be reputable but should be seen as reputable by independent and competent assessment; this gives a college a competitive advantage. Any correspondence student applying for a government or local authority grant will, in due course, receive one only if he is studying with an accredited college.

Turning to the future, Mr Phillips said he would like to see the Council increase its revenue by a very small levy on students. He also hopes for a different method of selecting the correspondence college representatives on the Council. Soon the Council must direct its attention to those courses which combine both correspondence and the other media elements.

The question time showed up different practices between countries. In West Germany, for example, there is legislation which insists on assessment of course material only. This had led to some considerable bottlenecks.

Are accredited college courses suitable for developing countries? Some such countries are considering an accreditation process similar to the UK one. Many colleges do "tailor" courses to a country's specific needs. In addition, courses must meet the needs of individual students in other countries.

12:45 p.m. Lunch

Choice of three different sessions between 2:00 and 3:15 p.m.

2:00 - 3:15 p.m.

Films * (with commentary)

Notes on the films were furnished by Suzy Perrin, C.E.T.C.A. (France) and John A Bååth, Hermods (Sweden)

Portes Ouvertes and *Hängar du Med* are both promotional films. But the French film is directed to existing students while the Swedish production seeks to explain correspondence education to prospective students. In each case there is an interesting story line.

---

*This is the first of two film sessions. The other was on Monday November 13, 1978 at 2:00 p.m. Films suitable for conference showing are not plentiful. But Gabrielle Rousseau, Centre National de Tele-Enseignement (France) did locate a few for the two film sessions.

Portes Ouvertes sur le C.E.T.C.A. is entirely in French, but a synopsis in English, given by a delegate before the showing, made the film reasonably clear to those who don't speak French.

Similarly, a plot outline was provided for *Hängar du Med?*, but unfortunately the film did not arrive! Nevertheless, a description of the Swedish film is included here as a matter of interest. Besides, you may want to make comparisons. Both films would seem to be effective tools. - Editor.

Portes ouvertes sur le C.E.T.C.A. (Open doors on Centre d' enseignement technique des Crédit agricole). C.E.T.C.A is a home study school which trains people who work in banks.

Technical data

A 16 mm optical sound colour film, it runs about 10 minutes. The film was produced after a sample of correspondence students revealed that they were not well informed about the school to which they send their correspondence lessons, the "actors" in the film are the actual correspondence administrators and teachers and a "real" student and his family.

Purpose and use

The main objective is to answer most of the questions students ask themselves by showing them what happens before and after they send in their papers. The film enables students to visualize teachers they will never meet and an administrative organisation with which they will have a continuing relationship.

The film was not made to urge more people to register for our courses. The only value of our film is to give our students better information about the study system in which they are involved.

It can be considered a public relations film. It is used at a decentralized level, by the people who are in charge of training in the regional Crédit Agricole banks. It is usually shown at the beginning of the academic year.

The film is the starting point of a discussion between the person in charge of training and the students. The leader of the meeting can take this opportunity to explain the part played by the home study courses in the general training policy of the regional bank.

Contents or synopsis of the plot

During the whole film, there is a continous "to and fro" between two parallel stories:

- on one hand, you can see the typical CETCA student in his professional and familial surroundings, the difficulties he is encountering and the questions he is asking as he is writing his papers.

- on the other hand, you can see the CETCA team in its daily work, answering indirectly the students' questions.

The physical layout of the CETCA is shown, then the following points are evoked :

- printing of the documents
- dispatching of the documents (departure - arrival)
- figures about the CETCA (registered students, number of papers to be marked and commented on within a year, number of tutors for each course, studies records, etc.)
- the teachers, who are they?
- what is taught?
- how courses are revised.
- general information about the Credit Agricole training policy etc.
- the marking sessions : their organization, their spirit.
- the exams : the results.

Hangar du Med? (Do you keep up with things?)

Technical data

A 16 mm film, in colour; duration: about 18 minutes. Made in 1969 for *Hermods* by a professional team in co-opreration with members of the Hermods staff.

Purpose and use

The purpose of the film is to promote interest in adult education in general, and correspondence study at *Hermods* in particular.

The film has mainly been lent to counsellors and study organizers within the adult education field. It may need some brushing-up now (1978) but is still used to a considerable extent.

Contents or synopsis of the plot

You can imagine the film as consisting of three inter-related parts, each dealing with a main theme:

These themes are embedded in a little story about Sven, a 43-year-old clerk. We meet him, his family, his boss, some of his colleagues and a representative of *Hermods* in the film.

Part 1: Rapid changes and the need of flexibility

As the film starts we see Sven's boss and hear him talk about change. *Our society is rapidly changing.* Enterprises close down, workers are released - many of them have to be retrained. Those who are young nowadays must be ready to change occupations more than once during their lifetime.

Sven's wife makes the statement that we have to face constant change and learn to live with it. But Sven is not very happy. In a short scene he talks to a little china figure, deploring the fact that everything changes - nowadays nothing is allowed to be the same as it was before.

In the following sequence Sven talks to himself in his bedroom. Is his life drawing near its end? No! he is only 43. He watches a mobile. It is beautiful in its flexibility. When he was a child he experienced a kind of static security when he lived on his parents farm. He remembers happy games during the winters of his childhood. He and his schoolmates jumped daringly on the ice-floes. But what was their security then? Their only security was their flexibility.

Part 2: Education and training

Next day we meet Sven in his office. One of his collmagues talks about a course in business economics which he is studying at Hermods.

Later, Sven finds his daughter studying self-instructional *Hermods* booklets in mathematics. The school girl is enjoying the self-instructional way of studying.

In the office the boss calls attention to the value of education and training. He recommends that Sven think about a new course which will start soon. Next we meet a representative of Hermods who informs the employees about this correspondence course.

Sven's wife is studying at Hermods. She has applied for a course in English and intends to resume her occupational career.

Part 3: Do adults manage to study

Sven looks at his wife's study material and turns to the little china figure saying: "I am too old to study." The china figure turns into a human being and answers: "No, you're not. You are just excusing yourself. In fact, you are a little bit lazy."

The living china figure explains the enormous capacities of the human brain. Sven has hitherto utilized only a tiny fraction of his brain, the figure points out.

"But I have no time. I am too tired." Sven protests. The argument continues.

The last scene shows a letter to *Hermods*. It probably contains an application for a course.

2:00 - 3:15 p.m.

Satellites in distance education: Canadian experiments on the Hermes satellite.

Dr John S Daniel, Athabasca University (Canada)

See article with the above title in Volume I The Advance Papers pages 135/141 inclusive.

Chairman: Gisela Pravda, Federal Institute for Vocational Education (Berlin)
Rapporteur: Dr Patrick Guiton, Murdoch University (Australia)

With the aid of colour slides, John S. Daniel gave a clear introduction to the development of, and potential educational uses for, the communications satellite. Avoiding an over-emphasis on technical detail, he brought out the following points which proved of central interest in subsequent discussion:

(1) As a carrier of electronic signals, a communications satellite should be seen as a new *vehicle* for existing media rather than as a new medium in itself.

(2) This new vehicle has particular relevance for communications to and from remote areas. The development of mobile and portable ground terminals is making satellite use increasingly practical.

(3) In addition to direct broadcasting, satellite communications have been used in Canada for teleconferencing, TV transmission with an audio feed-back line, and document facsimile transmission ("sending data down the line".)

As with other technological innovations, there is some danger of "expecting too much" unless use is very carefully planned:

(4) Organisational complexity, particularly in linking groups, can offset technological advantage.

(5) Participants in experimental programmes can be disappointed when the facility they have learned to value is withdrawn summarily.

(6) Time-rental systems developed by government corporations are usually too inflexible. (Distance education needs a "pay-as-you-use" system rather than "booking time" for a year ahead.)

In discussion some participants thought that, by using satellite communications, we might merely be adding to the stock of technological aids which students would ignore. Others took the view that student-orientated distance education carries an obligation to examine and assess the possible use of *all* technical media which might assist in helping students to learn.

There was particular interest in the potential use of satellite communications for

"View-Data" transmission. Both the Open University and Fernuniversität saw this as a valuable development for study centre facilities. Other delegates were particularly interested in the potential uses of 2-way View-Data communication for home-based students.

2:00 - 3:15

How can a developing nation achieve its manpower targets? A personal view.

Dr Emmanuel Urhobo, president, Correspondence College of Management & Technology (Nigeria)

See article with the above title in Volume 1 The Advance Papers, pages 118-123 inclusive.

Chairman: Dr I. A. J. Nankwenya (Malawi)
Rapporteur: Captain R.G. Morrison, National Marine Correspondence School (United Kingdom)

Dr Urhobo's personal view is that formal education as it exists in the developing countries not only lacks cost-effectiveness (since the whole educational expenditure produces only minimal professional and skilled manpower), but also creates an undesirable division in the population with

(a) a small, educationally-privileged, urban sector having a consumer economy geared to maintain them, and
(b) a large, rural sector, educationally underprivileged, hovering on the poverty level.

Dr Urhobo then made the following recommendations:

1. Developing countries should achieve manpower targets through distance education coupled with short periods of practical training in workshops.

2. Governments of developing countries should allot more of their available resources to distance education.

3. The ICCE should encourage its members to expand distance education in the developing countries, particularly in subjects such as agriculture and small-scale rural business management. The objective should be to increase self-employment opportunities for primary school dropouts.

Dr Urhobo then opened up his subject for general discussion.

Dr Jose Chandra (India) agreed that an increase in non-formal education is desirable, but pointed out that in India correspondence education is still not yet fully accepted. It is sometimes considered an adjunct to formal education rather than a means in itself.

Mr Ruddar Datt (India) stated that only 47% of the Indian population remain literate after primary school because the follow-up system of education lacks adequate resources. He suggested that a more progressive system of funding to include distance education at secondary school level would be more effective. Under the present system universities produce a number of virtually parallel courses at a higher level.

Professor Al Rawi (Iraq) agreed with the speaker's main point but felt that it would be dangerous for distance education to be provided by private enterprise. Dr Urhobo replied that it is not his intention that "non-formal" education should be provided exclusively by private establishments.

Mr Dilbir Singh (India) expressed his view that the primary problem is illiteracy. The type of education provided must be relevant to each individual country and its resources.

Dr T. H. Miyanda (Zambia) described the system in his country where there is an agreement among the planners that education should be broad-based. Correspondence education has been employed in all forms of training, but particularly for specific job-training purposes. Nevertheless, there still exists the dualism in the population referred to by the speaker.

Dr F. A. P. Mkomawanthu (Malawi), referring to the inadequate numbers who are selected for entry to secondary schools in Malawi, stated that the remainder must rely on correspondence education. His government, although encouraging and assisting correspondence education, spends more on formal than on non-formal education.

Mr S. T. Amman (India) felt that the ICCE *Newsletter* did not disseminate enough information on distance education for the developing countries. These countries must set up their own clearing house for information and communication.

Mr George Dawson (UK) replied that the editor of the ICCE *Newsletter* had repeatedly requested more material from members. If members from the developing countries wish to receive more information they must also be prepared to give it.

Dr Do Faluyi (Nigeria), a colleague of Dr Urhobo, stated that the governments of the developing countries should encourage more correspondence education, particularly concentrating on specific local requirements. The emphasis should be on middle manpower development, not on university education.

Dr Urhobo, concluding the session, stressed again that we must "make people appreciate the advantages of lower-level technical education."

Choice of three different sessions between 4.00 and 5.15 p.m.

4:00 - 5:30 p.m.

Come fly with me - using flying tutors to teach art and pottery
Bruce R. Scriven, Kelvin Grove College of Advanced Education

Mr Scriven's paper is found in this volume,pages 242 to 244 inclusive

He came prepared for an emergency. An unexpected event gave him his opportunity. (See comment just above.)

4:00 - 5:30 p.m.

Some critical questions about counselling the distance learner

Ian McD Mitchell, Adelaide College of Advanced Education (Australia)

Mr Mitchells paper is found in this volume, pages 258-264 inclusive

This session is one of those prepared in advance to "fill in" in case of an emergency. As chance would have it, three concurrent Australian programs took the place of a visit to the University of Delhi where a "pen-down strike" was going on.

4:00 - 5:30 p.m.

Study patterns of successful external students?*

George Idle, Western Australian Institute of Technology (Australia)

See article with the above title in this volume, pages 288-295 inclusive

Chairman: Dr Ronnie Carr, Open University (United Kingdom)
Mr. Idle served as his own rapporteur.

Dr Thomas Kennedy, (an associate of Mr Idle) responded to the paper by highlighting a number of issues raised from the viewpoint of an administrator:

1. If most students rely heavily upon their texts as the main resource for learning, how far should a school go in supporting the development of a wide range of sophisticated learning materials?

---

*This paper is one of four which had been prepared in advance by various persons in the expectation that an emergency might arise during the conference. When the invitation to visit the University of Delhi was withdrawn because of a "pen-down strike" of employees, three fully-prepared sessions were activated on short notice. This is one of them.

2. In view of the success pattern of distance learners, administrators in a mixed system are faced with the problems of allocating resources between on campus and off-campus programmes. In the real world of limited resources the criteria for allocations are not clearly evident.

3. Married women are, as a group, successful external students. Should an institute further develop this largely untapped market at the expense of other student populations?

4. Although most students indicate a degree of insecurity, within higher education there remains the challenge to equip students for the real world of constant unknowns and insecurity. To what extent should an educational institution foster services for reassurance and emotional support?

In the general discussion, the following points were raised:

1. Although the methodology and size of the sample could be queried, the survey suggested vital issues concerning the form of support services that should be encouraged and how far institution should go in training independent learners.

2. There is need for some degree of insecurity if a student is to develop confidence and skills. Yet the fear of the external student is not due to lack of contact with faculty so much as need for peer group association. However we need to identify the source of the insecurity. Sometimes it is produced by the providers of the educational materials and courses.
   Is the insecurity lack of confidence at the beginning of a course, fear of failure, or fear of the difficulties which face a student in isolation?

3. On the issue of institutional responsibility in reducing the insecurity of students, a range of points arose:

Stimulating material should be prepared as tools for learning and developing confidence towards independence.

There are too many "straight-jacket" courses being developed. Lessons should be more advanced as the students proceed through the course. The system should provide opportunity to meet in a social situation so that learning may become an enjoyable experience.

Some courses should be designed to strengthen the independence of the learner by making him her more aware of many problems. This is in contrast to studying a subject in depth.

The instructional design should promote enquiry, raise problems, and use more projects. The style of materials depends on the nature, level and objectives of the course. A non-formal course in pottery should be designed differently from an advanced course in political science.

4. Members commented on the need for an efficient communications system to reduce student insecurity. Some suggested a wider use of the telephone, more personal written communication, and the use of interactionary groups. Learning should become a joy rather than a punishment!

Monday, November 13, 1978

Choice of three different sessions between 9:15 and 10:30 a.m.

9:15 - 10:30 a.m.

Cassettes - the glories and the ghastlies *

Dr Michael Carbery, Hadley School for the Blind (USA)

Chairman: Louise Singer, Technical Home Study Schools (USA)

Rapporteur: Satya Pal Anand, Punjab University (India)

Cassette courses, their relevance in distance learning and an introduction to the Hadley School for the Blind: Michael Carbery identified courses in literature, health, and recreation offered by his school for the blind. Cassettes, he said, are used at present in 80% to 90% of the courses; the aim is to have 100% use.

If students use cassettes as one medium in a multi-media course they avoid many of the pitfalls inherent in depending on a single medium. But blind students ordinarily prefer to depend not on their finger tips but on their ear for learning. They need cassettes more than they need Braille.

Learners with impaired motor responses and those who do not readily react to print find cassette courses valuable. Cassettes can reinforce printed material. Cassette courses are, therefore, appropriate in teaching-learning situations.

Basic literacy programmes in developing countries can use cassettes for group listening in community centres of adult education. The cost of equipment is relatively low. In contrast a radio programme is more expensive and the radio lesson cannot be played back.

Equipment and production - Keep it simple in recording a course. Assume that each student has only minimal equipment and design the course to suit that equipment.

It is desirable to have two tracks. Sound indexing is not recommended as it gives the option of going straight to a particular part of the tape, ignoring the other parts. A complete lesson should be on one tape. One recorded session should not

---

*"Cassettes" was a substitute program prepared in advance for emergency use. Dr Klaus Haefner, University of Bremen (Germany), who expected to lead a discussion on his paper *Using telephone and two-way cable networks for distance education* was unable to be present. See Volume 1, pages 142 - 145 inclusive for his papers.

109

be longer than 90 minutes, preferably a little less to allow for breakage and mending of the tape.

Cassette course vis-a-vis a printed course: A recorded course is not an exact copy of the printed course. The "principle of individuality" should guide the cassette course; it should be shorter and more precise than the printed course. Certain print devices i.e. matching columns or multiple choice questions are not desirable in a cassette course. These devices complicate a recording and go against the grain of "simplicity". A recorded lesson has to be a "contiguous lesson", not a "glued up thing of broken parts".

Limitations: Certain courses do not lend themselves to the recorded medium. Mathematics is a handy example. Spelling may need more visual than auditory aid. A course such as accounting or statistics that uses many diagrams, tables and figure work does not lend itself easily to the recorded format.

Some production suggestions:

(a) Use *one* voice. This is usually best.

(b) Quality control is of vital importance. Every care should be taken to avoid compromise on this count.

(c) Recording equipment must be checked and rechecked before and after every recording. Duplication of a programme is difficult and may present problems.

(d) Both internal and external labeling is necessary. Each section of the tape should be labelled.

(e) There may be a difference of opinion on the role of action, but experience shows that professional "readers" with a strong academic background are necessary for a successful cassette course. They can make material come alive. A "reader" must be given a test to determine his ability, voice control, intonation, proper stress etc. Occasionally, varying voices of readers or music may be used to lessen the chances of boredom.

(f) Packing boxes for cassettes should be sturdy, simple and re-usable.

Two-way communication in cassette courses: Teaching by cassettes may be the ideal method in two-way communication. It is less expensive and quicker than other methods and achieves the person-to-person contact instantly. In a creative writing course given by the school, Dr. Carbery uses 20 minute cassettes for recording his comments and suggestions on the student's attempt in essay writing, poem or composition.

Some "glories":

(a) The popular saying "we are drowning in a sea of paper" is not true of the Hadley School for the Blind. Cassette courses overcome the excessive use of paper.

(b) Cassette teaching is the ideal way for some courses. For example, literature, language, history and the arts in general.

(c) Cassette teaching is an excellent way to personalise the material, making it more palatable than print.

The future:

The future of cassette courses is bright.

(a) Cassettes may be used as a summary of the printed materials.

(b) A printed course might have a recorded study guide.

The "ghastlies":

Dr Michael Carbery played some "bad" specimens. In some instances the "reader" was either too slow or too fast. Others had ill-arranged material. Some were either inaudible or too loud. These samples Dr Carbery said, helped him to identify and hence avoid lapses and pitfalls in cassette course design.

Discussion

Prof. Naomi McIntosh (Open University, UK) "Experience of the Open University also proves the cost effectiveness of cassettes vis-a-vis radio. The Open University experimented successfully with supplying tape-recorders to students against the security of a refundable deposit."

Dr. A. E. Dixon (University of Waterloo, Canada) and some others "The role of readers (actors) has been over-emphasised. A reader may mar a cassette lesson by "acting out" a role. Sometimes students write to the Institute asking for the professor who wrote the script to read it himself."

Mr R.D. Goodman, (University of Queensland, Australia) "Cassette lessons should be "pre-tested" on typical students before they are sent out. Also, students should be encouraged to send in recorded responses rather than written answers".

Mr S. P. Anand (Punjab University, Chandigarh, India) "Cassette courses are a thing of the future for the developing nations. Recorders are still extremely expensive in India and even tapes are prohibitively costly. However, Indians can experiment with the Open University cassette machine loan plan. Since radio time is free for correspondence institutes in India, the cost effectiveness of radio vis-à-vis cassettes is irrelevant.

Dr. Michael Carbery agreed with most of the points raised in the discussion in which many delegates from Europe, Australia and USA took part. Except for the rapporteur, the session on cassettes did not attract delegates from the developing nations of Africa, Asia and Latin America, probably for the reason indicated just above.

9:15 - 10:30 a.m.

All India panel: Indian problems and achievements in correspondence education

Four advance papers were prepared by the educators who planned to be on the panel. These papers are found in Volume 1, The Advance Papers.

Bakhshish Singh: *Correspondence courses in India: some problems and future needs* (pages 98 - 103 inclusive)

Dr S.C. Goel: *Problems and achievements of correspondence education in India* (pages 104 - 108 inclusive)

Dr. Vijay Lakshmi Sharma: *Steps-toward more effective correspondence education (in India)* (pages 109 - 112)

Ruddar Datt: Financing correspondence education in India: some relevant questions (pages 113 - 117 inclusive)

Unfortunately only Bakhshish Singh (ICCE Vice president, since elected president) and Ruddar Datt were able to be present at this session.

Rapporteur: Prof. M. Al Rawi, Arab Literacy & Adult Education Organization (Iraq)

These are some of the concerns which were brought out by the panel members:

- There is a need for a National Institute of Correspondence Education (presumably based more or less on the British Open University).
- Responsibility for correspondence courses should be given to the Institute, not to the various university academic departments.
- Government expects correspondence education to,be self-supporting. This is a good goal.
- Courses alone are not enough. There should be mobile libraries, study centres, and counselling units.
- The panelists regret that correspondence courses in India are now limited to some liberal arts and social science subjects; no scientific or vocational courses have been developed.

The panel felt that these are some of the needs in India now:

- More innovation is needed in developing courses.
- Poor students should be subsidised.
- The ideal is to make courses more useful, more effective, but to lower the cost to students.
- Find better ways to train correspondence teachers.
- Courses should be flexible enough to meet both the needs of students and the needs of a changing society. (Vocational courses a good example.)
- Strengthen ties between the Indian national association, ICCE, UNESCO, other international organizations and universities abroad.
- Work toward getting correspondence course degrees recognized on the same basis as campus degrees.

Some specific suggestions came out of the panel discussion. For example:

- There should be a permanent, full-time staff of quality teachers.
- Offer salaries and working conditions which will attract teachers of high quality.
- Any surplus earned by correspondence education, should be utilized for the development of correspondence education, not ploughed back into general revenue of the university.
- The teacher-student ratio should be lower.
- Students should have 20 to 30 contact days a year.
- Use tape-recorded lessons, radio and TV more frequently.

There is much to be done, but the panelists are not discouraged.

9:15 - 10:30 a.m.

Writing readable correspondence courses - feedback that helps!

See article with the above title in Volume I The Advance Papers (pages 149 - 154 inclusive)

Presenter: Kenneth Tsekoa,* Lesotho Distance Teaching Centre (Lesotho)

*Mr Tsekoa appeared instead of Rick Powell, the author of the paper.

Chairman: Dr James Leslie, University of Waterloo (Canada)

Rapporteur: Janet Jenkins, International Extension College (UK)

Kenneth Tsekoa started by describing the work of the Lesotho Distance Teaching Centre (LDTC) i.e. literacy and numeracy training for out-of-school children, basic education on practical topics for rural adults, correspondence courses in school subjects for adults,and providing distance teaching materials as required by other organisations in Lesotho.

Research at LDTC is important in determining directions to take and in evaluating effectiveness. For example, the pre-testing of correspondence lessons and booklets on practical topics has provided valuable objective information. Course writers at LDTC are a mixture of local and expatriate people. They must learn to produce simply written and easily readable texts. Editors work closely with writers to make sure this happens, but the findings of LDTC's research work are an added factor in assuring educational effectiveness. Research is used to refine, not replace, the assessments of the writers and editors.

Kenneth Tsekoa then described two techniques regularly used by LDTC to test readability. *The Flesch reading ease score* can be used for texts in English. Its mathematical formula can be used easily by writers or editors not used to statistical work. This text should be used with common sense. It should not override the writer's own sense of judgement. Remember that for some topics long words or long sentences are unavoidable. The second technique, *the cloze test,* was then briefly demonstrated, with Dr. John S. Daniel as volunteer. (Both the Flesch and cloze tests are described in full in the advance paper by Rick Powell.)

We then heard of a technique used by LDTC to monitor existing courses. Record forms for selected assignments are examined, using all the students assigned to four or five tutors. This may reveal, for example, a consistently low student score on one assignment - an indication that a particular aspect of the course needs discussion and investigation.

The discussion was opened by a question from *John Foks* (Royal Melbourne Institute of Technology, Australia) about the reliability of cloze test scoring. The system adopted by LDTC scores as correct only the "right words" inserted in the spaces and excludes synonyms.

Since the test is used to give general guidelines on readability over a sample of students, the important thing is to adopt a fixed set of criteria for adoption of words and apply them consistently. Some users of the test do accept synonyms.

Dr Norman Anderson (International Correspondence Institute, Belgium) commented that, through his interest in writing readable text in many languages, he could recommend several approaches. Word frequency lists are useful; the simple French courses prepared by INADES for use in Francophone Africa are an example of what can be achieved through their use. He also recommended the Fry and SMOG readability tests as easier to use than Flesch.

The techniques of evaluating the effectiveness of course materials by assessing assignments was then queried, and *Kenneth Tsekoa* emphasised that its success depended on selecting only reliable tutors for the sample.

The discussion then moved on to the editing procedure used by LDTC. Kenneth Tsekoa explained that producing texts was a matter of team work between writers and editors. Some alternative approaches to editing were then suggested. *Dr J.K. Ansere of Ghana* described the system in his college. Subject specialists are brought together in an editorial team to assess the materials presented by the course writer. Dr. D.O. Faluyi described his institute's method where writer, reviewer and editors work on the text *one after the other*. *Kenneth Tsekoa* stated that whatever approach is used, the objective inputs provided by research are always valuable.

Dr. D. O. Faluyi, (Correspondence College of Management & Technology, Nigeria) then asked about the expatriate writers used by LDTC. *Kenneth Tsekoa* explained that initially local experience with distance teaching was very limited, so that they were needed. However, a rapid shift to local personnel has been achieved by appointing counterparts to expatriate staff. While initially 90% of writers were expatriate, now 80% of them are local.

Dr. Thomas K. Onken (Institut Onken, Switzerland) then asked whether actual students were used for pre-testing materials. Mr Tsekoa said the LDTC gathers together a group of potential students to try out the first one or two books of a course. The problems raised are listed and then used to amend the texts and in subsequent writing.

10:30 - 11:00 Coffee

Choice of three different sessions between 11:00 a.m. and 12:30 p.m.

11:00 a.m. - 12:30 p.m.

Panel discussion: Dollars and sense - some practical considerations

Articles on this general theme were prepared by four educators representing as many different academic settings. These papers were published in Volume 1 The Advance Papers under the following titles:

*Kevin C Smith; *Dollars and sense: some practical considerations in planning an external studies program* (pages 75 - 80 inclusive)

Patrick Guiton: *Dollars and sense: distance education for 1 million square miles of Western Australia.* (pages 81-84 inclusive)

Dr Arthur W Chickering: *Dollars and sense at Empire State College, State University of New York.* (pages 85 - 91 inclusive)

Dr Otto Peters: *Dollars and sense at the Fernuniverstät* (pages 92 - 97 inclusive)

Dr Börje Holmberg (Sweden) was rapporteur. Here is his report:-

The presentations provided seem to have three characteristics *in common:*

—They are all wholly or primarily concerned with university or other tertiary level studies.

—They all intend to cater to the needs of adults who have other things than study to give first priority to: jobs, families, social commitments.

—They all apply methods conducive to independent learning.

Differences between the systems described seem to be

—that whereas correspondence study is the main form of study in the Australian and German systems, this is not a current characteristic of Empire State College (USA)

—that the importance of supplementary face-to-face sessions is judged rather differently. Such sessions seem to be vital in the University of New England model, but have something of an optional character in the other systems. Students sometimes avoid the face-to-face sessions when they consider them a waste of time.

—that non-contiguous two-way communication is throughout seen as vital, but in actual fact given different degrees of prominence. The activities of "distance" tutors vary between personal, friendly correspondence (Murdoch University) and mere "ticking off" (checking off) of students' replies (Fernuniversität).

—that total parallelism with internal study is the aim of the University of New England. This applies to the examinations and degrees of Murdoch University and the Fernuniversität as well. But at the latter two institutions the parallelism does not include the timing of the study process or other matters.

* *Kevin C Smith* of the University of New England (Australia), was chairman of the session. The panel was changed at the last minute. An accident had prevented *Arthur Chickering* from attending the conference. The final panel consisted of *Patrick Guiton*, Murdoch University, (Australia) *Otto Peters*, Fernuniversität (West Germany) and *Werner Prange*, University of Wisconsin, (USA).

—that the degree of flexibility and adaption to the individual needs of students varies considerably. On the one hand, we have the intense, almost perfect, flexibility of Empire State College. On the other hand, there is the rigidity imposed by legal and other formal restrictions on the Fernuniversität.

No comparison between costs or cost-effectiveness is possible on the basis of the information provided, although some figures are mentioned in the advance papers. The emphasis in the discussion was - as requested by the chairman - on sense rather than dollars.

The problems of motivation for study and change-making were touched on. Lasting improvement, rather than a loose innovation concept, was seen as particularly important for the developing countries.

Innovation in curriculum development is difficult. It is seen by the university as being in conflict with academic respectability and prestige.

Some basic issues to be resolved when setting up distance study systems are adaptation to the needs and conditions of the societies concerned, cost-effectiveness, provisions for the special circumstances of distance learning, a reasonably long planning period including early planning for the large numbers of students required in a cost-effective system.

11:00 a.m. - 12:30 p.m.

Practical problems session: We've found the most effective way to train correspondence teachers.

Speaker: William A Fowler, National Home Study Council (USA)

Chairman: Hafiz S. Wali, Ministry of Education, Nigeria

Rapporteur: Dr. Arun K. Gupta, Model Institute of Education & Research (India)

In his presentation, *William A. Fowler* started by giving a background of the National Home Study Council (USA), the functions it performs, the accreditation procedures and evaluative criteria it has developed for correspondence institutions. He also described "what a correspondence instructor is" - his functions, abilities and problems, vis-a-vis his functioning in practice.

At this stage the speaker invited some comments from the audience. *Mr D.J. Keegan* (South Australian College of External Studies, Australia), and *Mr George A. Idle*, of (Western Australian Institute of Technology, Australia), wanted clarification on whether the criteria of evaluation are rigid, uniform or flexible. On the other hand, *Dr Ahmad AL-Khateeb* from Amman, Jordan, pointed out that these criteria are similar to those in existence for traditional institutions. Mr Fowler emphasised that while the criteria are specific their selection by a school would depend upon the characteristics of a particular institution, its objectives and the nature of the course. There is enough flexibility in his opinion.

Mr Fowler's presentation emphasised the need to develop a formal, systematic training programme for correspondence educators. Quoting exhaustively from Erdos (1967); Mackenzie (1960, 1969); Woodring (1971) and Harris (1975), Fowler showed that there exists a strong basis for training correspondence educators. In the USA alone 3½ million Americans study by correspondence every year with 2 million fresh enrolments each year in nearly 600 correspondence institutions.

Mr. Fowler also compared critically the different practices being followed by the individual correspondence schools; on the job training, developing instructional manuals, training workshops, seminars, providing training in related areas, role playing. He added that such programmes are often isolated and not up to the mark. His Council, added Fowler, had prepared a proposal for imparting training to correspondence educators through a six month course by correspondence. "Through correspondence only", the speaker maintained, "is it possible to train educators in correspondence education and this is precisely what NHSC is trying to do."

Describing the problem as of fundamental importance, *Mr. Hafiz S. Walli* (Federal Ministry of Education, Nigeria), said that the developed and the developing countries faced this problem and, in fact, the USA may be described as the "most developed developing country" where training of correspondence educators is concerned.

Dr. Arun K. Gupta, (Model Institute of Education and Research, India) added an international perspective to the question by pointing out that in India, the MIER is trying to train educators through correspondence. The Nigeria Training Institute and the Department of Education in Jordan are also doing similar work. Lastly, in the wake of a European Home Study Council decision, NKS and NKI from Norway, MI of Finland and Hermods of Sweden (four schools) are also evolving correspondence courses for correspondence educators. He concluded by saying that this issue is really international in nature when statistics are considered.

When suggestions and comments were invited, a lively discussion followed.

Dr Al Khateeb (Jordan) suggested that the training course for correspondence educators should emphasize specific competencies required in practice. Criteria should also be established.

Michael Grant (Adelaide College of Advanced Education, Australia) suggested that training should not only be provided to the prospective correspondence educators but also to those formal system educators who might want to shift to distance study. Grant also proposed that correspondence educators should visit pupils to have a taste of their experiences, hardships and needs.

David Young (The Rapid Results College, UK) informed the audience of the availability of the Proceedings of the European Home Study Council Spring 1978 conference. The document contains extensive discussion on the training of correspondence teachers.

Mr. McKenzie (Australia) doubted if a single training course could do justice to the various demands made on correspondence educators. He suggested a sound initial screening followed by weekend seminars and interaction to keep correspondence educators on their toes.

Mr. K.L. Gandotra (University of Jammu, India), wanted to know if full time or part time instructors are equally effective as correspondence educators. To this an answer was given by Fowler that both have important roles to play.

George Idle, (WAIT, Australia), emphasised the need for promoting interaction and exchange at the international level. He hoped that ICCE will prepare a list of institutes of correspondence education with their descriptions. Some unique models for meeting different situations should also be developed, he said.

S.P. Anand (University of Punjab, India), illustrated that correspondence institutes in India have to rely upon evaluators from traditional formal systems. These evaluators are unable to maintain high standards in evaluation. He warned about the pitfalls of getting assignments evaluated by those who never prepared the courses and who were unaware of the basic objectives of the particular course or assignment.

Michael Carbery (Hadley School for the Blind, USA), advocated the case for individual and private institutes, saying that such institutions could contribute much in training correspondence educators.

A delegate from Ghana said that incentives should be given to evaluators who can evaluate better than others so that quality may be emphasised.

Dr Adrea O. Fineza (Ministry of Education, Phillipines), stressed the need for developing quality courses which meet the criteria set by experts but which also are acceptable to the people for whom the courses are intended.

11:00 a.m. - 12:30 p.m.

Contemplation and expression.

See the description of this type of session in Volume I The Advance Papers, page 38.

Leader: George M. Flattery, International Correspondence Institute (Belgium)

What was the nature of this session? As the title suggests, it was intended as a time for contemplation and expression. The session was not intended for discussion, debate, rebuttal, or other interaction. Periods of silence, sometimes relatively long periods, were expected. Participants were free to say anything they desired.

Just to get us started, we presented an opening question. The question was: "How can we better serve our students?" Participants were not required to stay with this theme. However, we felt that to give an opening question would help us to think together on a given topic.

How did the session work? Many ideas were shared and suggested.Some of the ideas were very creative. There was much emphasis on making distance learning as personal as possible. From the comments that were made, it was obvious that this is a major topic for concern among distance educators.

Some criticism was expressed of distance learning. This brought some rather forceful reaction. The comments at this point began to violate our basic rules on contemplation and expression. Participants began to interact and virtually to debate. However, this was near the end of the session.

This type of group session was new to most of us. As expected, there were relatively long periods of silence. For people who are accustomed to vigorous interaction, this was a novel experience. Silence may be golden, but it is also difficult. However, most of the people I talked with after the session felt that overall the time was worthwhile.

No doubt more practice in contemplation and expression would make the sessions even more productive. Although we made notes in the session, the primary long-range value was more affective than cognitive in nature. The impact of the session was to underscore the importance of interacting as personally as possible with students learning from a distance.

12:45 p.m. Lunch

Choice of three different sessions between 2.00 and 3.30 p.m.

2:00 - 3:30 p.m.

How to edit teaching materials: a personal viewpoint

Janet Jenkins, International Extension College (United Kingdom)

See Miss Jenkins article on the same topic in Volume 1 The Advance Papers, Pages 155 - 158 inclusive.

Chairman: Dr. Thomas K. Onken, Institut Onken (Switzerland)

Rapporteur: Mangit Singh, Punjabi University (India)

Janet Jenkins began her presentation by defining her concept of editing. The editor, she said, is an intermediary between the learners and the teachers. It is the editor's responsibility to see that teaching materials teach well. The editor should be associated with all the stages of the production of teaching materials. He should be involved in planning the course, should know the course aims and the characteristics of the students for whom the course is intended.

The editor should give the course writers a briefing; he should test sample pages prepared by the writers; he should supervise the writing by getting the writers started and imposing a schedule for finishing the job. While editing a manuscript the editor should see it from the student point of view - is everything clear? Once the course is in use, the editor should react to the feedback from students and be ready to re-edit the lessons, if necessary.

The presentation by Miss Jenkins was followed by a lively discussion. *Mr. R.K. Anand* (India) pointed out that it was difficult to find good course writers. People are ready to write lessons when their names are not indicated on the material written by them, but when the University of Delhi started writing the names of the authors on their lessons, many lesson writers dropped out. *Miss Jenkins* told him that the situation is just the reverse in Britain i.e. people will not write unless their authorship is acknowledged.

Mr. Jack Foks, Royal Melbourne Institute of Technology, Australia observed that the pressure of producing materials quickly did not give enough time for proper editing.

Kevin Smith, University of New England, Australia, *wanted to see the earlier drafts of the edited lesson that Miss Jenkins had circulated to the audience as a model example.*

Dr. A.M. Nashif of the UNESCO Institute of Education, Jordan, felt that Miss Jenkins had given an excessively important role to the editor. He wanted to know which pre-testing devices were adopted by Miss Jenkins to validate her materials. *Miss Jenkins* said that a sample of about 20 - 25 students are given a rough, half-edited version of the lessons. The feedback is used to give final shape to the manuscript.

Dr. In Jae Im from Korea observed that many academic scholars are not good course writers. The workshops organised to "train" them are useful, but some scholars "did not co-operate in the true spirit since as specialists they felt that they knew best and did not need any special briefing". *Mrs. Stephanie Goodenough,* Open University (UK) suggested that the problem of co-operation could be overcome by involving academic scholars in course production right from the stage of planning.

Mrs Marcela Hajek of the Linguaphone Institute (UK) felt that a balanced relationship should be developed between the course writer and the editor. If the work was done in team spirit and with mutual respect, many of the problems would be solved.

Mr. Ian Mitchell, Adelaide College of Advanced Education, Australia suggested that in order to get the course writer going, it might be useful to ask him to start with a subsequent lesson first, if he finds it difficult to start with the first lesson in a course.

Professor R.K. Krishnamurthy, Osmania University, India observed that an important aspect of editing in India is the improvement of the language. Should the editor also be a language expert? Miss Jenkins said that editing the language was not necessary in her situation, but that a special language editor is useful where students are learning in a second language.

Dr J.K. Ansere from Ghana suggested that the finished product should be brought out as a joint work of the writer and the editor, both of whom should be treated as co-authors.

The Chairman, *Dr Thomas K. Onken,* summed up the discussion and concluded by saying that the session had shed light on new ways to improve the editing process and to make co-operation between author and editor more effective. It had also encouraged participants to work constantly on improving the written word. Despite the new technical media, we are by no means at the end of the development of writing. *Littesa scripta manet* (the written word remains) and the editing process remains a crucial part of our educational work!

2:00 - 3:30 p.m.

Practical problems session: Memories of marketing (correspondence courses)

Dr. Homer Kempfer, Continuing Education Council (USA)

See Dr. Kempfer's article "Memories of marketing" in Volume 1 The Advance Papers, pages 71 -74 inclusive.

Rapporteur: Simone S. Berman, Continental Schools (USA)

Present at this session were many representatives of developing countries who were most eager to apply standard western marketing procedure to their particular problems.

At first, Dr Homer Kempfer discussed, in general terms, the advantages and disadvantages of various media. It was suggested that the schools select one, or a combination of several, of the following media:

(a) direct mail

(b) printed advertisements in various publications

(c) agents (salesman)

(d) innovative marketing approaches

Radio and television were mentioned but not discussed at length.

It is important that schools determine which media are most appropriate considering one's own culture, government regulations and school policies.

Select your marketing media on the basis of economy and effectiveness.

(a) Should *direct mail* be the choice, select your mailing lists most carefully. Determine what demographics describe your potential students best and seek the most appropriate lists. Test your lists and test the number of follow-ups required to render maximum results. This, of course, will vary from list to list and from course to course. In all cases, key code your mailings and each follow-up in order to easily ascertain the effectiveness of each mailing.

(b) When using *printed advertisements,* select the publication most appropriate to reach your potential market. Printed advertisements will produce "leads" at first and "enrolments" subsequently. The actual enrolments will be obtained by sending brochures or catalogues to the "leads". In all cases, key code each advertisement and subsequent mailing. Again, test the appropriate number of follow-ups.

Some aspects of advertising techniques were also discussed. Should one continue to use "long" copy since it has proved most successful in the past? Interestingly, some agreed that today's student is a poor reader and that shorter copy might be more effective.

(c) Some schools may prefer to sell their courses through *agents.* During the lively discussion at this session, many agreed that selling through agents is often frowned upon or considered unacceptable in many countries. But many also agreed that should a school decide to sell courses to employees of industries or government it would be appropriate to have a competent salesman approach the management of such institutions. Selling to individuals through agents, on the other hand, is difficult to control, agents have a tendency to overstate and possibly misrepresent the school and its courses.

Salesman may also be used to call on teachers and counsellors especially those in smaller schools. This would not seem strange since book publishers often have their salesmen call on schools. This is a matter of influencing the people who influence prospective students.

(d) There are numerous opportunities for *innovative marketing approaches.* For example, distance education relies heavily on good postal service. How does one reach a potential student living in an isolated area located 50 kms from the closest mail drop? Perhaps the best method is to find out how and when supplies are delivered to the remote area. Then use such transport as a means to reach the potential student. If the student enrols, send a large number of assignments at one time. Your remote student will use the same communication channel in returning his assignments that you used in sending them.

2:00 - 3:30 p.m.

Films (with commentary)

Gisela Pravda, Federal Institute of Vocational Training Research (Berlin), presented a German film in its English version.* Its short title is MME. The English translation of the long title is *Complex Instruction System for Electrical Engineering / Electronics.*

The film is devoted to discussion (among administrators, teachers, and students) as to the value of an open system of instruction which was introduced throughout Western Germany in the 1970's. The concept deals specifically with students in relatively independent classroom and laboratory situations, but there are implications for distance education.

A teacher in the films says, "In this type of class the student works independently to a large degree. He himself decides on the steps that lead to the solution of his problem. What we want is an improvement in the learning and teaching process and this, of course, is a challenge to the teacher".

The film points out that students, being independent, may rely on other students, a book, "or, *as a last resort,* there still is the teacher who may be asked."

Other dialogue from the film:

(A teacher speaking of the new system of instruction) "For the first time teachers were asked what modern teachers in electrical engineering should be like." (A student comments)" At first the sound and picture show was quite a strain. It was much too long. At the end, most of us were exhausted."

---

* This was Mrs Pravda's second attempt to present the film. At the previous film session everything went wrong for her! (Murphy's law: If anything can go wrong it undoubtedly will and at the worst possible time.)

(Another teacher speaks) "At the beginning of the first test phase the burden on the teachers is rather heavy....We had to organize, make inventories, put everything in order so as to have it readily available, instruct other members of the faculty....This took time, much of it our spare time."

(Still another teacher) "We do not want theory and practice to be in opposition any more....The material makes it easy to teach in a wide variety of ways (programmed Audio-Visual presentations, cassettes, study material for the students, learning kits etc.) The teacher's role has changed. He becomes more of an advisor to the individual student."

The Open University (UK) has shown an informative film to thousands of educators who have visited its "Campus without students." In this instance, however, a series of slides was presented by **Dr. David Sewart** (United Kingdom)

Open University Slide lecture

SLIDE	COMMENTARY
1. Title	① *(Circles show slide changes)*
2. Crowd scene	②
3. Crowd	There are thousands of people in Britain today who are capable of benefiting from a university education, but who missed the chance to go to university when they left school. ③ In fact only about fourteen per cent of school leavers in the United kingdom do go on to full-time higher education.
4. No qualifications 5. Crowd	The Open University came about in response to this situation. ④ It really is open to everyone; there are *no* entry qualifications. It is worth repeating that statement - no entry qualifications. You don't need 'O' levels, 'A' levels or any other paper qualifications. ⑤ You simply need to be an adult and a resident of the United Kingdom.
6. Workers 7. Housewives	Already the Open University has given more than 120,000 people the ⑥ chance of studying for a degree at home in their own time. ⑦ These students come from all walks of life - they are

8. Workers
9. Chart Occupations
10. Advertising
11. Admissions
12. Chart: admissions
13. Aerial view
14. Computer
15. Tapes
16. Records
17. Fees
18. Microfilm
19. Course team

housewives, ⑧ factory workers, teachers, technicians, ⑨ clerks, managers. This chart shows the breakdown of student occupations in January 1976. In the University's early years the largest number of applications came from teachers and professional people, but the number of applications in manual and other routine jobs is increasing gradually as the Open University becomes better known. ⑩

Every year a national advertising campaign in major British newspapers brings in many thousands of applications. ⑪
At peak periods the University's admissions office is dealing with as many as 2,000 applications a day. Admission is on a first come, first served basis. The University cannot accept everybody who applies because its resources are fixed by a Government grant related to the total number of students which the Education Ministry ⑫ decides. On this chart you can see the relationship between the number of enquiries, the applications and the numbers actually accepted. You can see that in 1976, for example, more than 52,000 people applied for 17,000 places.

Although the Open University cannot yet satisfy the demand from applicants completely, it is still the biggest university in Britain in terms of student numbers. ⑬ Yet its central headquarters at Milton Keynes, seen in this aerial view, are comparatively small. Here some 1,500 full time staff produce the teaching materials which are sent directly to students' homes throughout the country. ⑭ This complex operation is supported by a computing department whose staff work on twenty-four hour shifts. ⑮ On the computer tapes are stored all the information about each student - his or her fees, courses, ⑯ assessment grades,and course credits. Information from this data bank is used for all kinds of administrative ⑰ purposes; for example, to send out fee demands. ⑱ Personal correspondence between each student and the different University departments is kept on microfilm ⑲

20. Course team

21. Cartoon: Course team

The academic staff of the University, totalling about 500 people, usually work in what are known as 'course teams'. Each of these teams, which may vary in size from 30 members or more ⑳ to a smaller group of three or four, is responsible for producing a complete course. ㉑

22. Course material

A course team is made up of people who each bring their own skills to the task of devising a distance teaching package. The central academic staff are mainly responsible for the content - they write the correspondence units, pick the text books, and devise assessment questions. The staff tutor keeps an eye on the local tuition which students will receive. Educational technologists are there to advise on the techniques and structure of the course. The BBC producer plans the television and radio programmes which are in integral part of most courses. The course team assistant is kept busy co-ordinating all these activities. ㉒

23. Chart: Study time

All this expertise is combined to produce a course designed for students studying at home. The material will include correspondence booklets, notes for the radio and television programmes, assessments and exercises.
Some courses include a kit which enables students to carry out practical experiments at home. ㉓

As you can see from this diagram, showing how much of their total study time students spend on different components of the course, printed material is by far the most important.

24. Pages from units

25. Designer

26. Media Library

At the centre of Open University teaching materials is a series of paperback textbooks called 'course units'. ㉔ Each represents one unit of work. The books are large format, well illustrated, and have margins wide enough for note taking. ㉕ A great deal of planning goes into these course units. Here in the University's design studio an author briefs the artist who will illustrate and lay out his text. The illustrations ㉖ may come from the University's own library which has a large selection of drawings, transparencies and photographs. Or the library may buy material from outside agencies.

27. Publishing

28. Questionnaire

Obviously the Open University has become a large scale academic publisher ㉗ so it has its own publishing department with a staff of more than thirty editors who work closely with the designers and the course team members. ㉘

29. Cover designs

The University also has to study the effectiveness of its material. This is where its own Institute of Educational Technology comes in. Questionaires such as this are sent to students. Is the material too difficult, too easy? Too dull? Too long? The educational technologist gather student reactions and pass on information and advice to course teams. ㉙

30. OB Van

The University believes it is essential that course material should be visually appealing - it helps to motivate students studying on their own. These covers are typical of the units which students receive at regular intervals throughout the year. ㉚

31. Filming

32. Studio

Another way of reaching students in their homes is by television and radio. Open University broadcasts are made in partnership with the BBC, Britain's national broadcasting network. ㉛ They are transmitted at off-peak times, usually in early morning, early evening, and weekend mornings. Upwards of a million casual viewers tune in along with registered students. The BBC producers, many of whom have academic backgrounds, work closely with members of the course team so that broadcasts and written material are carefully linked. ㉜

33. Model making

34. Filming

Television can use case studies so that students can analyse real life situations or understand the way principles are applied in practice. ㉝ Television can also be used for demonstrations. Here in the BBC workshop a model of an aircraft wing is being made to show how designers resist stress in a structure. ㉞ The academic members of the course team who write the material also

	appear on television. This technology lecturer had been filmed on an oil rig in the North Sea; now he is back in the studio explaining off-shore drilling techniques. ㉟
35. Sound record	Radio programmes bring performances of drama, music and poetry into student's homes. And leading authorities in any field of knowledge can lecture to thousands of students simultaneously on an Open University radio programme. ㊱
36. Project Control	Planning course production is a complicated business. A course may have 32 text units, 16 television programmes, as many radio broadcasts, and a whole range of other components. The University's project control has the job of making sure that it all comes out on time. ㊲
37. Correspondence Services	Mailing is also quite a big operation. The University sends out ㊳
38. Cartoon:	35 tons of correspondence packages every week. ㊴
39. Warehouse	Along with the correspondence material some students also get a home experiment kit - particularly for science and technology courses which need practical work to back up the theory. Kits can include test tubes, noise meters, mini computers, even lasers. To make up microscope slides for one geology kit ㊵
40. Grinding	the University's technicians sliced up twenty tons of rock and ground them into 70,000 thin sections for students to examine ㊶
41. MacArthur Microscope	under a miniature microscope which itself is produced specially for the University. Students pay a £10 deposit on each kit which is refunded when they return the kit at the end of the year. ㊷
42. Instrument Check	And then, of course, each kit has to be checked before it can be sent out to the next year's student. More than 100,000 instruments are checked each year by skilled technicians. ㊸
43. Packing	The kits are packed in heavy duty boxes to protect glassware and other delicate pieces of equipment. Students ㊹
44. Student & Kit	receive their kits in January when they begin their course. This science kit contains ㊺
45. Science kit	272 pieces of equipment - a miniature laboratory. ㊻
46. Gameboard kit	Here is

47. Domestic scene

48. Student & unit

49. CMA form

50. TMA & CT3

51. Tutorial

60. Microscopes

61. Maps
62. Field work

63. Film making

64. Crane test

65. Music event

66. Concert

another type of kit, a game board design to teach problem solving. But study at home is not really a matter of fun ㊼ and games.
It takes co-operation, understanding and even sacrifices from the whole family. It may mean, for example, that young Christopher has to give up his favourite television programme so that Dad can watch his Open University broadcast.
㊽ It also takes a lot of determination. Open University students study for 10-14 hours a week when they are doing a full course, for nine months of the year. And about one-fifth of students take more than one course a year. ㊾

Throughout the course students take miniature examinations which the Open University calls "assignments." These are partly a teaching element, helping the students to judge their progress, and partly as assessment by the University. Some of them are marked by the University's central computer. A surprisingly wide range of questions can be set and marked in this way. ㊿ Other assignments are marked by the local tutors. These may be essays or a series of shorter answers to questions. Not only does the local tutor mark and grade the student's work, he also develops a dialogue by writing his comments and advice on the script before returning it to the student. (51)

In some situations, students can give undivided attention to academic work without interruptions from job or family. (60) Science students, for example, can use a fully equipped laboratory instead of the kitchen at home. (61) Geology students not only study maps but also take (62) a field trip to collect samples and study rock formation at first hand. (63) Another summer school project might be to film interviews as part of a sociological survey. (64) And these technology students are designing and building a model crane to test what they have learned about material under stress. (65) In the evenings at summer school there are all kinds of optional events such as films, (66) guest lectures - and a chance to join in occasions like this ad hoc concert.

67. 68. Consultative meeting	Even with study centres and summer schools, it's easy for an Open University student to feel isolated. (67) One way they can keep in touch with each other is by means of their own newspaper, Sesame, which circulates to all students and staff eight or nine times a year. (68)
69. Exam	There are also local branches of the Students Asssociation and a formal consultative organisation that brings students, local tutor-counsellors and full-time staff together to discuss University policy. (69)
70. Conflation chart	At the end of each course students take a three-hour examination. Their success in the course is not, however, wholly determined by this because (70) the exam result is combined with the student's assessment grades gathered during the year to give an overall result.
71. Student progress chart	How do Open University students fare? (71) This chart shows the general pattern of students in their first year. At the beginning of their course students are given a three-month trial period in which they can decide if they are coping with their studies as well as other commitments, their families and full-time jobs. As you can see, about twenty-five per cent of all students decide not to continue after this trial period. Of those who do continue, seventy-five per cent end the year with a course credit.
72. Graduation general view 73. Presentation 74. Graduate & family 75. Student costs	The Open University degree is built up rather like an American degree by assembling a number of credits. It takes six for an (72) ordinary BA and eight for a general honours degree. Already more than 15,000 students have graduated from the Open University. Each year now the Open University is producing (73) one in twelve of all United Kingdom graduates. It is calculated that about sixty per cent of the students who joined the University in 1971, its first teaching year, will eventually get degrees. (74) Their success is the best answer to critics who prophesised a drop-out rate of more than 90 per cent. (75)

What is the cost of an Open University degree? The average outlay for a full length course was about £110 in 1976.

But many students get part or all of their summer school fee paid by their local education authority or employer. Some are helped with tuition fees and book costs. (76)

76. OU Income 1975

The income from student fees represents just under ten per cent of the University's total income. The major part is in the form of a recurrent grant direct from the Government. (77)

77. Expenditure 1975

This pie-chart gives a breakdown of how the University spent its money in 1975. The total budget was £18,000,000. The tinted area on the chart covers the various distance teaching media used to reach students in their own homes.

It has been calculated that, because the Open University does not have to provide classrooms and accommodation for its students it is teaching them for less than half the cost of a campus university. (78) Because the distance teaching methods used by the Open University are so cost-effective they are of interest to many other countries outside Britain. This map shows just some of the places where Open University materials and techniques are now in use. (79)

78. World map

79. Crowd

There are still many questions the Open University has to answer. For example, is it really reaching the man in the street? Are its courses as relevant as they might be to the society they serve? Does an Open University degree yet rank with those of other universities in the minds of potential employers? (80) If the Open University is to continue to flourish it must remain open and flexible in its response to people's educational needs.

80. Crowd - End

END

3:30 - 4:00 p.m. Tea

Choice of three different sessions between 4:00 and 5:15 p.m.

4:00 - 5:15 p.m.

Our computer corrects student papers and writes individual personal letters to each student. (Simulated demonstration)

John Båath, Hermods Skola (Sweden)

Erling Ljosa, Norsk Korrespondanseskole (Norway)

See the article with the above title by John Båath and Nils - Ove Mansson in Volume I The Advance Papers, pages 167 - 174 inclusive.

A commentary letter, written out by the computer, is shown in full on page 170 (Volume I). Naturally, the letter from Hermods is in Swedish. Unexpectedly, another letter from the same computer is in English. You will find it immediately following this brief commentary:

Erling Ljosa described and John Båath illustrated a system of computerised assignment correction developed in collaboration with Nils-Ove Mansson and used as Hermods Skola, Sweden and NKS, Norway.

Called CADE for Computer Assisted Distance Education, the system is currently being used to mark 40,000 assignments a year in a variety of subjects at upper secondary school level. (When a tremendous volume of papers is processed CADE seems to be worth what it costs.)

Questions, framed to test knowledge, comprehension and application are popular with 77% of the students who also appreciate the prompt return of assignments and additional personal comments by tutors.

Course preparation must be thorough and is, therefore, time-consuming, but once this is done the course writer is freed from the routine correction. The variety of optional comments fed into the computer ensures that even if a student's answers duplicate the answers of another student, the computer comments will not be alike in each case.

Hermods Skola

John A Bååth 78-09-12 14766018 1

308

BERTIL NYMAN

FOLKUNGAV 12
175 30 JARFALLA

THE PSYCHOLOGY OF MANAGEMENT Study unit 2 65-278

I hope the following comments can help you to understand that which may still be unclear to you in this study unit. Compare them with the wording of the assignment questions, and check in the course material according to the references you are given below.

We agreed in unit 1 (question 12) that it is important, during an interview, that the interviewee also can put forward his questions. In the same way, one ought to allow and even encourage questions during introduction and training. This, too, seems to be quite clear to you, judging from your answers to items 3 and 5 - good!

8 d You suggested a.
The requirements in all of the alternatives are, in themselves, reasonable. The important similarity between the example and the situation which often arises in a training context is, however, that one is not (sufficiently) clear about one's goal. - See p. 22-23.

10 a You chose alternative d.
It is important both that the student learn the right method, and that learning time is not too long. The effect of learning is, then, due to both the time it takes to learn, and the 'accuracy' of learning. - An introductory orientation about the aim of a learning task can increase the student's motivation, i.e. make him more interested and receptive to training. - See p. 27-29!

12 b You have suggested a.
It is important to specify the quality criteria and give information about these during training. A training unit cannot reasonably comprise all the elements of the work task. See p. 31-33.

Information is one of the key words in this unit. Item 10 dealt with the importance of initial/preparatory information. However, items 1 and 15 also dealt with employees' need for information in different situations. Do not ever overlook that need!

Out of 15 items you have scored 12.
As we know from the previous study unit, you may be able to do even better, but you have, on the whole, achieved the goal of this study unit.

Your grade is 3.

Best regards,

John A Bååth

4:00 - 5:15 p.m.

How to decide what price to charge for a correspondence course

George Dawson,
The Rapid Results College
(United Kingdom)

See first Mr Dawson's paper in this Volume, pages 233 to 235 inclusive.

Rapporteur: T.S. Bakshi, Athabasca University, (Canada)

Mr George Dawson put forth the case for "cost-effectiveness" in producing correspondence courses. His advice was the same as given by Mr Micawber to David Copperfield: Stay entirely within your income.

In calculating the cost of a course, Mr Dawson stressed the importance of the following:

1. All costs must be met from income derived from student fees.
2. Estimates are often made by institutions without taking into account many "hidden" costs.

Mr Dawson handed out a detailed list of items which he felt must be taken into account in estimating course costs. The items were grouped under eight headings, and he explained and discussed the significance of each item.

The discussion centered around a number of topics some of which are:

1. Distinction must be made between the "cost" of a course, and the "price" charged to students. This is important because a course may be offered at a price which is less than the cost because of social needs, political expediency, or special programme requirements etc.
2. There are specific problems caused by differences inherent between nations.
3. Some costs may seem "unjustifiably" charged to registered students. A good example is the registrant paying for the prospectus mailed to an enquirer who does not end up enrolling in the course. But the alternative is to charge a fee for the prospectus; this will discourage students from asking for it.*
4. The variables of costing should include, among others, the numbers and kinds of courses offered, the number of students served, capital costs and "shelf life" of course materials.

---

*Is it wrong to charge enroled students for advertising material if the widespread distribution of such material leads to increased enrolments and decreased costs?

5. In "commercial" institutions some courses may be sold at a loss, but the student fees must cover all costs when all courses are considered together. This, however, may not be the case in a solvent university which may choose to allow its correspondence course unit to operate at a loss.

The present raporteur feels that Mr Dawson is able to estimate costs of his courses very accurately because he has very reliable estimates of expected enrolments, because his courses have short (less than one year) shelf life and because his institution is a "commercial" college. His itemised list understandably did not contain items like curriculum planning, as this is laid down by the examining bodies for whom tuition is arranged, establishing transferability of courses, providing opportunities for research, providing courses for social needs, and serving as a "service" institution to other colleges and universities.

This rapporteur congratulated Mr Dawson for "starting the argument" and the audience for their very active participation in the discussion of a topic vital to correspondence education.

4:00 - 5:15 p.m.

News roundup from around the World

"Good news about what we've done"

Chairman: Desmond J. Keegan, South Australian College of External Studies (Australia)

One of the stated objectives of ICCE is "to develop and strengthen regional and national associations of correspondence educators." This session was planned to further that objective. Not all the 12 oral reports were national or regional, but they all made worthwhile contributions.

Australia - Kevin C. Smith (University of New England)

Brazil - Lucia Radler dos Guaranys (research assistant, Programa ECIEL)

Canada - Dr. John S. Daniel (Athabasca University)

Denmark - Jørgen Sejersen (Monsteds Kursus)

West Germany - Dr. Michael Hirsch (Ministry of Education and Knowledge)

India - Dr. Arun K. Gupta (Jammu)

Malawi - Dr. James Nankwenya (Blantyre)

Philippines - Dr. Adrea Olympia Fineza (Department of Education and Culture)

United Kingdom - F. Leslie Cowham (Association of British Correspondence Colleges).

These reports were followed by commentaries on developments in regional areas by Miss Renee Erdos on southern and central Africa, Mr. Manjit Singh on the National Council for Correspondence Education of India and Professor Al Rawi on the Arab Literacy and Adult Education Organisation.

A few written reports were submitted in advance.
Here are excerpts —

From Denmark —

In 1958 a few of the leading institutes agreed that an organization of correspondence schools was needed to secure reasonable standards from a pedagogical as well as an administrative angle. One of the major aims was to convince the authorities that a state control was needed, and to obtain subsidies from the state to enable lower course rates. It is impossible to compete with evening schools who in principle are able to offer low rates - thanks to public means - while correspondence students are forced to pay all costs themselves. This is a severe way of discriminating people in a country with deeply rooted traditions in public education.

The Association of Danish Correspondence Schools comprises about 10 institutes, all state controlled. It is worth noting the fact that we have ourselves asked for this control because we felt it was urgent in our fight against outside schools who partly have destroyed our market through bad business methods. Up until now we have got quite far. But we want some kind of state subventions so that we compete with other forms of public educational activities. Until then we are only half recognised.

- Arno Saxe, Association of Danish Correspondence Schools 1976.

From the United Kingdom —

While continuing to demand adherence to its code of ethics, increasing emphasis can now be laid on the overall promotion of correspondence education in an effort to ensure its fuller recognition as an educational and training method equally acceptable with others by which students may choose to achieve their objectives. Despite its limited resources the Association after taking professional advice, developed and launched a public relations programme designed to present the benefits and achievements of correspondence education to local government authorities, members of the press, Members of Parliament and others.

For the past two years ABCC has also been involved in a concerted campaign directed at the draft directive on home study courses produced by the European

Commission, in an effort to get important amendments and some flexibility included in its terms. This has meant attendance in Brussels for the discussions of the Economic and Social Committee, also meetings with the Ministers of State at both the Department of Education and Science and the Department of Prices and Consumer Protection in the U.K. In addition written and oral evidence has been submitted to the Scrutiny Committee of the House of Lords and to individual Members of Parliament.

Despite preoccupation with these areas of major activity, ABCC has remained vigilant in several other directions, not least in the monitoring of legislation such as the Consumer Credit Act and the various changes in Value Added Tax Assessment.

Great and growing use is made of our Information Centre, which is daily called upon to handle mail from all corners of the globe, seeking advice about the availability of reliable correspondence instruction in specific subjects and for particular purposes.

The Association maintains quarterly statistics concerning the number of enquiries and enrolments received by member-colleges, as well as data about fees and postage. Currently these relate to just over 95% of the students enrolled with our members: directly we can claim 100% coverage we shall be able to publish the figures, which should have considerable interest not only for public relations but also for overall research and planning by relevant bodies.

ABCC publications include a broadsheet that lists its member-colleges and indicates their areas of instructional operation. Frequently updated, this document enjoys world-wide distribution among directly interested people, libraries, reference organisations and the like. A special booklet has just appeared, explaining the benefits and achievements of correspondence education within the U.K. This is being given extensive circulation among the policy-makers and others known to be especially interested. We also publish a newsletter for the benefit of our members and in support of our public relations programme.

As we approach our Silver Jubilee we send warm greetings to all other national and regional associations of correspondence colleges, with whom we should be happy to exchange literature and other relevant data at any time. Finally our sincere thanks to ICCE for giving us this opportunity to bring our association to your notice. We hope you will all take back with you from this conference something of benefit to your future operations. Best wishes to fellow correspondence educators the world over.

—Association of British Correspondence Colleges
Autumn 1978

F. Leslie Cowham

Tuesday November 14, 1978

9:15 a.m.—(until lunch)

Second and final business session

Owing to urgent business, this session continued far beyond its scheduled time. As a result, the three different sessions listed for 11:00 a.m.-12:30 p.m. were postponed until the same hour on Wednesday November 15. Fortunately, there was sufficient "open-endness" in the Wednesday schedule to accomodate this change. (For a report of the business session, see this volume, pages 69 to 77)

12:45 p.m. Lunch

Choice of three different sessions between 2:00 and 3:30 p.m.

2:00 - 3:30 p.m.

Problem-solving session using sub-groups: how to reduce the number of dropouts

Dr. Edward C. Estabrooke, The American School (USA)

See article with the above title in Volume 1 The Advance Papers, pages 57 - 61 inclusive.

Chairman: Aaleiv Nedberg, NKS (Norway)
Rapporteur: Dr Adrea O Fineza, Ministry of Education (Philippines)

Dr Estabrooke provided all members of the group with materials being used at the American School to help reduce non-starts (the worst kind of dropout) and explained how and why these are used. Focus was on 30-45-90-day educational follow-up letters and other communications which reduce dropouts. He also presented American School Research which showed a substantial decrease in dropouts and a National Home Study Council survey which shows how educational directors in member schools decreased non-starts and dropouts and increased completion rates.

Considerable attention was devoted to accumulating a list of ways in which the number of dropouts or non-starts could be reduced. Some of the less common ways mentioned:

- Send a letter or make a telephone call to each new student.
- Ship the "right amount" of material at one time - enough to be challenging, but not enough to be overwhelming.
- State clearly what students are expected to learn from each lesson. This statement should be at the **beginning** of each lesson.

- Make sure the reading level is correct for the students being enrolled in a course. It may be necessary to either change the reading level or recruit students with different qualifications.
- Explain to students that they may proceed at their own pace - within reason.
- Answer the question "How long will it take to finish the course in realistic terms?" This doesn't mean saying the course will be completed in a given number of months.
- Explain clearly what to do if a lesson is failed.
- Offer credit for previous education or experience.
- Make it very clear to whom one should write about academic and non-academic matters.
- Invite students to visit the school.
- Include "postage paid" envelope with materials for the first lesson.
- Encourage students to buy a supply of stamps to be used only for sending lessons or letters to the school.

Some pertinent questions were raised during the discussion period.

Do newsletters and other communications make any difference or do they bring people in only temporarily?

Answer: Our experience indicates that they did make a difference. Once students got started, they almost always finished. Non-start rate is 6% at American Schools.

Would letters have had more personal appeal if addressed personally, i.e. "Dear Joe" instead of "Dear Student"?

Answer: Yes, but there are constraints in time and resources considering the large enrolment (65,000) of American School.

A comment on the informal language of the letters was made by a participant. In his country, he said, they would prefer more formal language. The group agreed that this would depend upon the orientation and temperament of the prospective students and students.

The delegate from Tanzania shared his experience about postal difficulties and posed a question on how he could motivate his students under such conditions. Some suggestions were offered:

- Warn each student in advance that due to postal difficulties the materials will be received in 5 or 6 week intervals. Meanwhile, provide enough material to keep him occupied during the period.

Establish several regional mailing centres to expedite delivery.

2:00 - 3:30 p.m.

The Adventure: carrying distance education over 4,000 miles to American Indians.

Professor Carol Tribe, Weber State College (USA)

See the article with the above title in Volume I The Advance Papers, Pages 129-134 inclusive.

Chairman: Dr. C. Castan, University of Queensland (Australia)
Rapporteur: Michael Grant, Adelaide College of Advanced Education (Australia)

Michael Grant, in introducing the speaker, noted that her paper blended humanitarian ideals with very practical considerations.

Professor Tribe pointed out that Weber State College had been called in to train 200 teachers of American Indians who resided in reservations scattered over 4,000 miles. Her presentation made use of slides, overhead projections and sound tapes with music, co-ordinated effectively to assist in conveying the warmth, not merely the facts, of the Weber programme. This genuine concern that the American Indian teachers rise above past failures to enjoy success is a key element of the Weber State College plan of action.

At the conclusion of Professor Tribe's address, which added many human details to her paper, there were many questions. The following are typical.

Dr. George Kassis (UNESCO Extension Services, Jordan) noted that Professor Tribe had reported upon a development which had gone full circle from conception to implementation and conclusion. He requested a further document from Weber State College which would

(a) highlight the unique features of this development and

(b) make clear what the College had learned from the complete experiment.

Mr. K.M. Tsekoa (Lesotho Distance Teaching Centre, Lesotho) noted the conscious effort by Weber State College to avoid imposing a value system which would be unacceptable to the learners and to Indian families. Rather, a determined effort had been made to learn and accept existing culture and aspirations.

Mr. John Mungai (Kenya) queried how this could be achieved without communication in tribal language. Professor Tribe explained that these languages are already dying and no longer in use except among the elderly.

Dr. Norman Anderson (International Correspondence Institute, Belgium) sought further information upon the instruments for evaluation. Professor Tribe emphasised that these are closely related to teacher competency in 13 functional areas as required by the US government. Samples of materials were on display in the exhibit area during the conference.

In response to a question from *Mr. O.J. Matemu* (Institute of Adult Education, Tanzania), *Professor Tribe* explained that the documents used to measure individual growth were retained by the students. Each student was measured on a 1 to 5 scale for each competency in which he/she was tested.

Mr. Keith W. McLean (retired consultant, Australia) inquired about the proportion of married women to younger girls served. The answer: approximately two thirds are married. There are also some men.

2:00 - 3:30 p.m.

ULSA trains its students "in company" in 22 countries

Susana Buigues de Milanesi, ULSA (Argentina)

See the article with the above title in Volume 1 The Advance Papers, pages 124-127 inclusive.

Chairman: Isaac Berman, Continental Schools (USA)
Rapporteur: Dr. Dalton O. Faluyi, Correspondence College of Management & Technology (Nigeria)

The fundamental aim of Universidad LaSalle de Sud America (ULSA) is to motivate employees to learn through "in company" correspondence training. ULSA in Argentina (over 46 years old) is a successful institute of distance education which serves 22 countries, including Spain and Portugal. (The teaching languages are Spanish and Portuguese.)

ULSA co-operates with the "in-company" training of employees by providing correspondence courses in accounting and business administration which help to improve the skills of those already experienced in those fields.

Unlike most schools which concentrate on individual student enrolments, ULSA specializes in bulk enrolment. ULSA representatives negotiate with business firms which then contract for ULSA services. Usually the business concern appoints a co-ordinator to ensure efficient follow-up of student progress.

In reviewing the total ULSA experience, *Mrs. Milanesi* also dealt with the problem of motivation, possible causes of drop-outs, and suggested solutions. She spoke with particular pride of an experiment in the Brazilian market. There, educational counsellors at the companies are given limited training in adult education, psychology, motivation, resources, and group techniques.

Dr. Dalton O. Faluvi listed some apparent disadvantages that the group enrolment plan may possess: a company already having a training programme may not be interested, loss of trained employees to other companies, limited choice of courses, and compulsory group involvement. But the system is economical and easy to administer; it could lead to the total acceptance of distance education by a company, he admitted.

For the critical comments of *Dr. Börje Holmberg* (Sweden), who has visited ULSA, see "The critic comments on ULSA trains its students" in Volume I, pages 127 - 128.

Lucia Radler dos Guaranys, ECIEL, Brazil

In contrast to the established ULSA, we find the more recent efforts of Programa de Estudos Conjuntos de Integraca Economica da America Latina (ECIEL) also of interest. This organisation, based in Rio de Janeiro, Brazil, is now seeking means to open "a research area in correspondence education in Latin America."* Already they are in touch with various correspondence schools in the area.

Readers may judge for themselves as to the quality of the research done by ECIEL.

See "Correspondence schools: a strategy for educational development in Brazil" by Lucia Radler dos Guaranys and Claudio de Moura Castro in this volume, pages 283 to 287 - Editor.

Lucia Radler dos Guaranys appeared in person at the conference to discuss the survey described in the paper of which she is co-author. The results of the research revealed, among other things, that the possibility of completing a course of study is not based on socio-economic factors. Students take correspondence courses to use the knowledge gained in the course.

---

* Latin America could mean anywhere on the North and South American continents where Spanish or Portuguese are the national languages. Commonly, it refers to those countries in the strip just south of the USA but north of the continent of South America.

The research also led to the founding of a complaints bureau affiliated with the department of adult education of the Ministry of Education. Students send in complaints about the conduct of schools, the quality of courses etc. They sometimes make positive suggestions. This bureau is a real innovation in Brazil.

3:30 - 4:00 p.m. Tea

Choice of three different sessions between 4:00 and 5:15 p.m.

4:00 and 5:15 p.m.

In what new ways can we increase our enrolments? A brainstorming demonstration.

Robert B. Wentworth, Massachusetts Department of Education (USA)

See the article with the above title in Volume I The Advance Papers, pages 52 - 56 inclusive.

Members of the brainstorming panel (in alphabetical order):

Dr. Norman Anderson, International Correspondence Institute (Belgium)

Dr. John S. Daniel, Athabasca University (Canada)

Dr. Adrea O. Fineza, Ministry of Education & Culture (The Philippines)

Jørgen Sejersen, Monsteds Kursus (Denmark)

Neelam Rai Singh, a correspondence student at Punjabi University (India), took extensive notes by shorthand on nearly 100 "ways" suggested by the panelists. In preparing her final report, she consulted the tape recording made during the brainstorming session.

Advance preparation by the panel leader and the panelists

The panelists had access to the advance paper on brainstorming. They also received in advance a 900 word statement of the problem to be brainstormed. The leader selected the panelists, and did some coaching before the session on the four rules of brainstorming.*

The panel leader (RBW) was prepared to blow a whistle (which he wore) if anyone violated the rules. Although only one panelist had had previous brainstorming experience, there were no violations.

---

*1. Criticism is ruled out. 2. "Free wheeling" is welcomed. (This means "be as wild as you like.") 3. Quantity is wanted. 4. Combination and improvement are sought.

Is the above panel typical?

Not exactly. There should have been at least eight panelists; some of them should **not** be correspondence course administrators.

Women were under represented. The panel should have had one full rehearsal together, using a different problem. But the panelists did very well without the "warm-up". (In the usual situation, brainstorming sessions are held in secret. The audience is a silent critic, it is harder to be creative when non-participants are watching.)

Just before the start of the brainstorming session

The panel leader (a) reminded both panelists and audience of the four rules of brainstorming, (b) explained about the whistle, (c) invited the audience to observe the demonstration, but to withhold questions and comments until the panel finished accumulating alternatives, (d) announced that there would be no individual credit because the ideas are generated by the whole group and (e) set a goal of 75 - 100 ideas within 40 minutes. He further announced that the ideas accumulated would be organized and edited for distribution to the delegates through Volume 2 The Proceedings.

The problem statement (condensed)

The original 900 - word problem statement is condensed below since our purpose in this paper is primarily to demonstrate the technique rather than analyze the problem.

The problem question ("In what new ways can we increase our enrolments?") is asked by an official of Advance Correspondence College, a "self-financed" school founded about 5 years ago in Big City in an English-speaking country. (The college described here is mythical, but it is somewhat typical of many privately-owned schools.)

A typical student – either man or woman – is somewhere between ages 20 and 35. Although many students reside in Big City, the majority are in other cities or smaller communities somewhere within 500 miles of the school....Since, to a large extent, the students select themselves, the directors feel that an intensive effort should be made to increase enrolments.

Advance Correspondence College issues an attractive catalogue which is regularly sent out in answer to enquiries. A limited number of follow-up advertising pieces is sent to non-enrolees. ACC advertises regularly in city newspapers, popular magazines and professional journals.

ACC has not made use of certain means of persuasion. It is strongly opposed to the use of salesmen. It has not sought enrolments through co-operation with other correspondence schools; it has not had close ties with its national correspondence school association. It has no systematic plan for using present or former students to refer prospective students to the college. The college has a very few contacts with training officers in business and industry.

At present enrolments are obtained in the following manner; 40% by introductions from present or former students, managers, and training officers; 35% from advertisements in newspapers in leading cities, popular magazines etc.; 25% by mailings to non-enroled prospects, companies.

The new ideas proposed by the panel

The panel more than met its minimum quota by accumulating a pile of *87 alternative ideas in 40 minutes.* All the ideas are presented here. A few are weak, but most deserve some thought. The ideas are grouped into nine categories † without regard for the sequence in which they were originally proposed. There has been some editing for clarity.

Management should now exercise critical judgement. The supply of ideas is plentiful, but when the quantity is great, the quality of ideas is usually high also.

Nearly one-fourth of the ideas have been starred (*) to indicate that, in the opinion of the panel leader, they are particularly worthy of investigation.

1. general and other

- Have socials; each student bring one non-student.
- *Offer a brief free test to see if a prospective student has the personal qualities needed to succeed in correspondence study.
- Have a no-cost "hot line" available to students at any time of day or night.
- Use local drama groups to dramatize the success stories of students.
- *Hold graduation ceremonies in different parts of the country.
- Cross-list courses with other schools; recognize each others credits.
- Give credit for previous learning of any kind elsewhere.
- Offer examinations to admit to advance standing.
- *Organize vacation trips, camp-outs etc. to get students and prospective students together with teachers.
- Offer smaller rewards which lead to larger rewards. (Stars for each above average lesson; so many stars equal a fancier diploma.)

† Some ideas might fall in more than one of the categories selected.

— *Hold an essay contest on the values of correspondence study. Contest open to students and non-students.

— Have signs in railway stations.

— Offer dropouts a chance to return to their studies without penalty if they respond within a given time.

— *Issue a yearbook which will include examples of outstanding lessons submitted.

— Have a ceremony to honour the 1,000th new student this year.

— Encourage students to take additional courses by offering a special certificate for completing a block of courses within a specific subject area.

— Offer express service on days when enrolments are likely to be heavy.

— Talk about correspondence courses all the time and carry a catalogue with you

— *Put up a stand at bazaars and shopping centres where you can meet people.

— Volunteer for community service even if it is not related to education.

2. new financial arrangements

— Offer second year students scholarships based on outstanding performance.

— *Offer a partial refund if a course is completed in high standing within a specified time.

— Issue vouchers to enrolees; vouchers to have a specified cash value.

— Offer companies a discount if they will get a certain number of students to enrol.

— *Arrange with employers for a salary deduction plan. Employee pays for his course as he earns.

— Send the first lesson to a selected list of prospects. Offer the first lesson free if prospect will enrol for the course.

— Offer a discount for the second course.

— Offer slightly larger discounts for each course a student enrols in.

— *Offer a premium with each enrolment - something used in study such as a book, pen, fancy notebook etc.

- Offer a secret premium for each enrolment.
- *Give students postage stamps as rewards for very good lessons.
- *Use credit cards. No cash required to enrol.
- *Offer husband and wife inducements - both enrol and study together.
- Offer wife a reduced rate on any course if her husband is already enroled in any course.
- Offer husband a reduced rate if wife has already enroled in any course.
- *Have group enrolments for certain subjects such as investments. Each member of the group studies separately, then the group meets to discuss and prepare one set of answers for the entire group.
- *Give reduced rate to anyone who enrols during the first six months of marriage.

3. using prospective students, students and graduates

- *Use students to brainstorm how to increase enrolments.
- *Ask students if they would like to be included in a published list of students living in a specified area. They could get together socially or even to discuss lessons.
- Ask students if they would like to be on a published list of students in the same course regardless of place of residence. (Always possible to write.)
- *A college official should invite a selected student or prospective student to lunch every week.
- Hold a rally or social gathering for former students.
- Use action pictures in newsletter - graduates on the job or visiting school.
- Send to prospective students personal letters (testimonials) from distinguished alumni
- *Send to prospective students messages from graduates who have not reached great heights but who are happy in their work.
- Give successful students a button or pin to wear.

4. advertising ideas

- Advertise the "hot line" to attract new students.

- *Advertise a policy of using students to tutor other students - in addition to the regular tutor.
- Advertise the policy that students who excel in their work will receive a discount in their fees.
- Use pictures of famous graduates in advertising the school.
- In advertising, use pictures of students doing what they have learned in their studies.
- Use humour in advertising. "My most embarrassing moment... because I hadn't studied my lesson."
- *Use cartoons in advertising. Cartoon animals can say things which would sound offensive if spoken by a person.

5. changes in courses

- Include parts of a second module along with the first module the student has already purchased.
- Ask students for specific advice as to how courses can be made more attractive to students.
- *Offer the same course at different levels of ability.
- Use students' model answers as part of the study guide for a course.
- *Try out a new course by offering it free to the first 15 students who enrol.
- *Work with companies to develop competency-based courses which will really satisfy the needs of both employers and employees.

6. counselling possibilities

- Ask prospective student to complete a free lesson to be used in counselling the student concerned.
- School counsellors to visit secondary school teachers since teachers are often more influential than counsellors in reaching young people.
- Find out if counsellors are doing as good a job as they should in attracting and holding students.
- *Make a survey to see which counselling techniques are most effective in attracting and holding students.
- Offer a limited testing and advisory service to prospective students.

- *Offer a career information service to anyone for a nominal fee.

7. *co-operation with business, industry and government*

- Arrange with employers to have students to be observors in business, industry or government while they are learning.
- *Have an advisory council of business and professional leaders for each major subject field.
- Take employers to lunch.
- *Get permission to talk with employees while they are off-duty in company lunchroom.
- Offer to plan in-service training for a company if ACC courses can be included as part of the training.
- Try for agreements with business companies to promote people or raise their pay if a certain course is completed in good standing.
- Ask business to give rewards other than money - social recognition at least.
- Find out the needs of the larger business firms and prepare courses just for one firm or a few firms.
- Survey the needs of government agencies and design courses for them.

8. *use of print and electronic media*

- *Send press releases to hometown papers about anything which makes good dinner table conversation.
- Record testimonials from graduates to play on radio.
- Broadcast part of a lesson in a dramatic way on radio.
- Read newspapers to find out what geographic areas and industries are most prosperous, then seek enrolments there.
- *Give away a lesson as a supplement to a Sunday newspaper.
- Put up posters in places which attract large numbers of office workers.
- *Publish part of a lesson in a newspaper as a lure.
- Publish part of a lesson in a small leaflet to hand out at interviews.

9. the school's own publications

- Visit libraries and send catalogues to as many libraries as possible.
- Offer catalogue to anyone who enters a busy office building.
- In the school's promotional literature, show knowledge and skills required for each of various types of work.
- Catalogues should sell correspondence education, not just individual courses.
- Several correspondence schools offering different but related courses could issue a combined catalogue.

4:00 - 5:15 p.m.

How a teacher should respond to a lesson submitted by a student

Principal Elias Pereira, Stamford College (Singapore)

See article with the above title in Volume 1 The Advance Papers, pages 159 - 166 inclusive.

Chairman: Dr. Klaus Muller, Deutsches Institut fur Fernstudien (West Germany)
Rapporteur: Dr Edward C. Eastabrooke, American School (USA)

A teacher should do more than merely correct a student's paper; there should be a friendly and effective personal dialogue.

Questions concerning the paper in Volume 1 were raised and discussed. Mr. Pereira offered a complementary copy of the Stamford College *Tutors Instructional Manual* to anyone who would write for it.*

Dr. Muller also offered to send a complimentary tutor's manual to anyone who writes to him.**

The latter part of the session was devoted to a related topic presented by Erling Ljosa. The same chairman and rapporteur served throughout both parts of the session.

---

*Stamford College, Stamford Educational Towers, 218 Queen Street, Singapore 7.

**Deutsches Institut fur Fernstudien, Wohrdstrasse 4, D7400 Tubingen, West Germany.

Why not a correspondence course for correspondence tutors?

Erling Ljosâ, NKS (Norway)

See article with the above title in Volume I The Advance Papers, pages 146 - 148 inclusive.

(The article describes "four individual courses with a common approach and individual variations". In the oral session at New Delhi, Erling Ljosâ described more fully one of these courses - the one from NKS, his school. - Editor.)

"The first study unit is very short - about eight pages. It describes our students, their objectives, characteristics, study situations, and the problem of drop-outs etc. The first assignment aims at establishing contact between the new tutor and *his experimental course tutor.*

The second study unit explains the methods of correspondence education as a distinctive kind of education. It tells how a correspondence course is designed and describes its various elements. Then it gives some thoughts on the nature of education and learning, describing the history and present teaching system of NKS. This study unit ends with assignments which will be computer-marked. The computer will also write a comment letter to the student-teacher.

The third study unit describes the main functions and tasks of a correspondence tutor, and discusses some aspects of written communications between a student and his tutor. Then the prospective tutor receives a copy of a student paper, corrects it and writes his comments on it. The student paper is always in the prospective tutor's field.

The fourth study unit deals with all the practical routines a NKS tutor must be aware of. The tutor then corrects three more student papers.

"This course constitutes the basic training of our part-time tutors. After having completed the course, they will receive some more literature. They will be guided for a time by their senior tutors at NKS. We have just started using the course. It gives promise of raising the standards of our correspondence tutors."

4:00 - 5:15 p.m.

All Africa panel - what worked well with us - outstanding courses and effective teaching techniques.

Panel Members: O.J. Matemu, Institute of Adult Education (Tanzania)
Dr. Dalton O. Faluyi, Correspondence College of Management and Technology (Nigeria)
N.O. Kabwasa, Adult Education Section UNESCO (Panel Chairman)
Rapporteur: Dr. O.S. Dewal, Centre for Educational Technology (India)

The first presentation was made by Mr. Matemu about the teacher training programme in Tanzania. He said that the National Correspondence Institute (NCI) was set up in 1972 with two specific aims: to help meet the manpower needs of the country and to promote economic development and citizen participation in national programmes.

To increase trained manpower the correspondence education department offers courses in bookkeeping, accountancy, business administration etc. The department is also offering correspondence courses in teacher training and improving agricultural productivity.

The Institute has a big programme in adult education. The adults who are trained as adult education co-ordinators receive courses in languages, mathematics, political education and a few other areas. Along with correspondence lessons, they have residential schools and listen to radio programmes.

The universalisation of primary education is a national goal in Tanzania. The department is helping to train primary school teachers without dislocating them from their place of work. The whole scheme gets support and co-operation from the Ministry of Education.

The second presentation was made by Dr Dalton O. Faluyi of Nigeria. He explained the objectives and working of the Correspondence College of Management and Technology, a private organisation.

At present the college is offering 48 technical and 30 managerial and vocational courses. It also offers courses in English and Mathematics free of charge. All courses are available to both urban and rural populations.

To make technical courses more effective, the college supplies kits and provides workshops and lab units. There are also residential instructors for the technical courses.

The college has about 62 full-time and 100 part-time staff. There are about 1500 students at present.

The policies and priorities of the college are decided by a body of five members, the educational advisory committee. Some committee members hold full-time positions outside the college.

The third presentation was done by Mr N.O. Kabwasa from UNESCO. He described an experiment carried out in Ethiopia and West Africa.

The experiment relates to the education of farmers. To begin with, courses were prepared for farm children who had dropped out of school. The classes were run in the evening. When the elders saw the youngsters going to "evening schools" and learning about ways to improve farming, they also showed interest in these courses. But, as the farmers were not literate, they used near-literate youngsters to read courses to them.

There seem to be two unique features of this programme. First, it is based on the needs of the farming community. The purpose is to improve farming; by taking these courses, *the students did improve their farming!* Second, the courses are addressed not to the individual, but to the group (the farm children and their elders). This is an instance where correspondence education has been made available for group consumption.

The presentations were followed by questions from the delegates. There were questions in the following areas:

Do the radio programmes get fully utilised in adult and teacher training programmes of Tanzania?

It was told by the Tanzanian delegates that the radio is fully utilised. There are some community reception centres and people come and sit together and listen. There are also "contact" sessions both in teacher training programmes and in adult education programmes.

What language is used in the correspondence lessons in Tanzania?

The languages used in the Tanzanian experiment (teacher training) are English and three regional languages.

What administrative set up is in the Tanzanian project?

There is close co-ordination at regional, district, division, and ward levels. The head teachers and staff of residential teacher training institutes co-operate with correspondence education programmes.

How often were the courses revised in the Ethiopian project?

In the Ethiopian project there has been one revision, not in the content of the lessons but in the pre-requisites needed for taking the course. At the start literacy was a pre-condition for taking the course. But since the "group method" is successful, the "students" in this course need not be literate.

Wednesday November 15, 1979

9:15 - 10:30 a.m. General session

Predictions of things to come. What will distance education be like 20 years from now?

The prophet: Renee Erdos, former ICCE president (Australia)
The critic: Dr. Börje Holmberg, ICCE Past President (Sweden)

See the article with the above title in Volume I The Advance Papers, pages 30 - 34 inclusive. Also see "The critic comments on 'Predictions of things to come', Volume I, pages 35 - 36.

Rapporteur: Audrey Campbell, University of British Columbia (Canada)

The prophet : Renee Erdos

- Past 20 years: quiet, steady growth of confidence in correspondence study.
- Past decade: proliferation of internal study and development of distance education institutions.

Next 20 years:

- Printed and written word to remain the main medium for distance education.
- Greater variety of media, serving more people, greater emphasis on tutor student relationship.
- Distance education integrated into the mainstream of educational systems.

The critic : Dr Börje Holmberg

- Next 20 years:
- Agrees largely with above predictions, but fears integration may result in subordination - important for distance education component of the institution to remain in command.
- Sees distance education in more situations with fewer restrictions as the result of emphasis on recurrent education. (Recurrent education - those who have "finished" their education and return later for more education.)

Discussion

- Several participants felt that these predictions overlooked underdeveloped countries where formal school systems are increasingly entering into correspondence education as a means of broadening access. In India, 15 universities have added correspondence education in the past 15 years.

— Concern was expressed that the development of new correspondence institutions will require more training of teachers in correspondence education methods. (Michael Grant, Adelaide College of Advanced Education, Australia)

— Three participants (Jack Foks, Royal Melbourne Institute of Technology, Australia, and Norman Anderson, International Correspondence Institute, Belgium and Dr. A.K. Gupta, Model Institute of Education, India) felt integration of correspondence education into the mainstream of educational systems to be inevitable and essential. It is needed to provide flexibility for students.

— Martin Onken, Institut Onken, Swizerland and Dr. Gupta were concerned about the effect of government interference on private institutions.

— Dr. Anderson felt teachers in residential schools were threatened by correspondence education materials and tended to use them in the wrong way.

— Dr. Adrea O. Fineza, Phillipines Ministry of Education, asked if correspondence education as a subsystem had a role to play in moulding younger children.

— Dr. Holmberg replied that supervised correspondence education for young children has proven workable in Australia. But he is not optimistic about the future of private institutions, at least in Europe. Miss Erdos noted that government interference is primarily to ensure standards.

Choice of three different sessions between 11.00 a.m. and 12.30 p.m.

11.00 a.m. to 12.30 p.m.

Doing it differently at the University of Waterloo

Dr. James Leslie and Dr. A.E. Dixon, University of Waterloo, Canada
Rapporteur: Ian McD. Mitchell, Adelaide College of Advanced Education (Australia)

Under the above title, Dr Leslie wrote about "Courses by cassettes" while Dr. Dixon discussed "advertising experiments." See their papers in this volume, pages 245 to 249 inclusive.

The session, a two-fold presentation, gave a forthright presentation on how one university is operating in Canada.

The University of Waterloo correspondence course program is essentially a pragmatic operation. The growth of the programme indicates that it is serving the needs of a specific segment of the community.

An aggressive advertising approach has supplied interesting data on when, where, how, and what to advertise.

Questions from the audience:

(a) What is the plan for practical sessions in science programmes?

Use laboratory residential schools.

(b) What was the trigger that initiated the establishment of correspondence courses?

The realisation that part-time students were unnecessarily inconvenienced by on-campus attendance.

(c) What is the relationship between growth, efficiency, and the restructuring of the administration?

This problem was foreseen, but it is an unresolved issue.

(d) How is the question of copyright handled?

The course writer, generally a full-time on-campus academic, "lends" his course for four years to the correspondence programme. The contract is sealed by a handshake.

(e) In response to the suggestion that pragmatic efficiency seemed the dominant note of the operation, the astounding statement was made that "individualisation is a privilege, not a right".

This presentation indicates very clearly that generally in distance education there is a dearth of researched and defined administrative alternatives. Therefore, informed guesses and hunches are pursued, sometimes, as in this instance, with great success.

These would have been delightful papers with which to commence a conference. It would have polarised the conference magnificently and provided a solid base on which to pursue a variety of issues later. Proponents and opponents would eventually agree in part. At least everyone would acknowledge the University of Waterloo's success in what it seeks to do.

11:00 a.m. - 12:30 p.m. Problem solving session

What should the director of correspondence study do to achieve his objective?

See the article on the above topic by Dr. Doil Felts (University of Missouri, USA) in Volume 1 The Advance Papers, pages 49 - 51 inclusive.

Discussion leader: Dr. Herbert Mainusch, Universität Munster (West Germany)
Rapporteur: Con Castan, University of Queensland (Australia)

The absence of the author of the problem statement put the discussion participants at a disadvantage. The paper in Volume I seemed to be based on the structure of a large university, perhaps Missouri. On the basis of the paper alone it would seem that the main characteristic of the structure is conflict among the various members of the hierarchy involved.

The questions posed in Volume 1, page 51 seem to indicate that the director of correspondence had to find various psychological strategems to impose his will on his colleagues and to prevent them from imposing theirs on him. There would appear to be no collegiate relationship in which intellectual equals engage in meaningful dialogue and constructive criticism. It was the unanimous view of the discussion group that the answer to all the questions posed in the paper lies in this concept of collegiate relationship.

The group could not accept the idea that a computer should play the central or exclusive role in the evaluation of a course on Shakespeare's plays. While it could play a limited role in examining the understanding of certain background and factual material, a student's response to the plays as dramatic/literary experiences can only be evaluated through written essays or oral examinations.

It is clear that audio-visual aids should play a significant part in the study of the work of a dramatist. However, to insist that these should be a part of each lesson is to be dogmatic and inflexible and to run the risk of losing sight of the essential dramatic/literary aspects of the works.

There was considerable discussion of the role of the director of correspondence. A consensus emerged that one of his roles is the creation and supervision of a smooth logistical system for the production and delivery of courses. It is also his function to ensure that the specifically distance study aspects of the courses are given full consideration. To achieve this it is essential that he be a person who can win the intellectual respect of his academic colleagues and who has the ability to influence by rational persuasion rather than by psychological tricks.

The creation of a distance study course always involves more than one person; it is, therefore, a team activity. Team work is not merely a matter of bringing together individuals; it also means developing creative relationships among them.

Professor Mainusch gave details of an experiment in which 15 professors of English from as many German universities worked as a team to produce 19 study guides on recent developments in English literature studies. (The documents were for secondary school teachers who had completed their university studies some time ago.) Each study guide was the work of one member of the group, but the decision to accept or reject each study guide was made by majority vote.

At first there was a degree of sensitivity because the members were not used to submitting their work to a committee. However, by the end, all were highly appreciative of the improvements they were able to make in their own work. The study guides were finally submitted to outside educational technologists who were empowered to make suggestions only. Most of the suggestions, however, were incorporated in the final versions.

This report does not offer specific answers to each of the eight questions on page 51 of The Advance Papers. It would probably have been a very different report if Dr. Doil Felts had been present to explain and enlarge on many details of his paper. It does, however, offer one answer to the central question raised by the paper: try a team approach similar to that of the 15 English professors in Germany!

(This report was prepared by the rapporteur with the assistance of Dr. Mainusch.)

11.00 a.m. to 12.30 p.m.

Academic support and guidance for individuals in a distance learning system

Dr. David Sewart, The Open University (United Kingdom)

See the article on the above topic in Volume I The Advance Papers, pages 175-178 inclusive.

Dr. Sewart, in presenting the additional material below, has assumed that delegates and readers are reasonably familiar with contents of the paper in Volume I.

"As I have indicated in my advance paper to the conference, all Open University students are attached to a tutor-counsellor who takes a continuing interest in their progress in the university. Tutor-counsellors in the Open University are unique and are certainly not to be confused with other counsellors in other fields of education. Open University tutor-counsellors are educators who help students to understand for themselves choices as to methods of study (how much to study alone and how much with other students), choices on the quality and type of courses, and many other matters. Tutor-counsellors come to know their students personally from individual contact, involvement in instruction at the foundation level, and from meeting students in groups.

"Where a student is unable or unwilling to attend his study centre, the student and tutor-counsellor will have regular contact by letter or telephone or, when the need arises, the tutor-counsellor will visit the student.

"Open University courses involve a fixed timetable for the despatch of correspondence packages and for broadcasts. Within this timetable the students are free to learn at the pace that best suits them. (This is, of course, the principal advantage that study by correspondence has over more conventional learning.)Nevertheless, students need to keep up with the timetable from week to week listening to and viewing the broadcasts, working on correspondence material and sending off their assignments to their tutors.

"It would, of course, be unrealistic to hope that our students will never fall behind in their course work. There are many valid reasons (illness, job pressures, change of residence, etc.) why students are temporarily unable to devote the usual amount of time to their studies. In such cases they can get help and advice immediately from their tutor-counsellor before the situation gets beyond control.

"Of the students registered for open university studies in a given year, approximately 55% will graduate either with BA or BA (Honours). This figure is very high indeed for part-time distance study students. It is considerably in excess of most initial predictions when the University began. The quality of the materials doubtless plays a considerable part in this, but the University's surveys have shown that students who do drop-out do not normally do so (as far as we can determine) purely, or even partly, for academic reasons.

"They drop-out, for the most part, because their social and domestic patterns are incompatible with further studies. In the course of their studies most students will have to face dramatic changes in their social and domestic patterns. Eight per cent of our students change residences in any given year and quite often change their occupations also. Approximately 60% of our students are under age 40. Forty per cent of students under age 40 are female. We can see that many students will have children and will, therefore, be required to make considerable changes in life style.

Social and domestic upheavals of this sort are incompatible with the fixed timetable for study which is of necessity required by one University with its pattern of television and radio programmes, regular correspondence studies, assignments and examinations.

"The University has set up its tutor-counsellor system to obviate these problems. The tutor-counsellor is the intermediary between the University and the students and acts for the students to help them in the complex system. A student thus turns to the tutor-counsellor and relys upon him for support. In turn the University looks to the tutor-counsellor to authenticate the student's problems, to find solutions at a local level wherever possible, and to pass more serious problems on to others to deal with (the full-time regional academic staff or ultimately to the Pro Vice-Chancellor (Student Affairs) at Walton Hall).

"In this way the student's individual progress is monitored very carefully both on behalf of the student and on behalf of the University. This continuous monitoring is, in my opinion, the major determinant of student progress."

Rapporter's comments by Dr. John S. Daniel, Athabasca University (Canada)

Dr. Sewart reported that the Open University was in transition between a "doctor's surgery" approach to counselling and a more interventionist style. Tutor-counsellors are provided regularly, by means of the computer, with data on their students (e.g. choice of future courses, delays with assignments) in order that they may intervene appropriately.

Discussion of Dr. Sewart's paper touched on student fees, the motivation and payment of tutor-counsellors, choice of tutor-counsellors, the need for a counselling system and the borderline between counselling and therapy.

11:00 a.m. - 12:30 p.m.

Work session - research

A questionnaire originated by Dr. M. Habeeb Ghatala was circulated during the three concurrent sessions which had been postponed to the 11:00 a.m. to 12:30 p.m. period on Wednesday November 15. The questionnaire was also made available at the 12:45 p.m. lunch.

Although conditions were less than ideal for completing questionnaires, more than 80 delegates did complete the document thoughtfully. A summary of the results and an analysis of the findings appear elsewhere in this volume - *see page 168*

CULTURAL AND SOCIAL ACTIVITIES DURING THE CONFERENCE

A personal view.

8/Nov/78 *Dinner hosted by the Union Minister of Education*

An excellent start to the Conference! It enabled all of us to meet old friends, to introduce ourselves to one qnother, to find out which part of the world each one came from. It was our first big Indian meal together!

9/Nov/78 *Visit to cottage industries, etc. and fashion show*

We all enjoyed this very much indeed. There was plenty to purchase at reasonable prices; the fashion show was particularly appreciated. We were accorded extreme courtesy, efficiency and service by all concerned.

9/Nov/78 *Sound and light show at the Red Fort*

Changing lights and recorded sounds (including an unseen voice and music) gave a vivid picture of several centuries of Indian history. The presentation was outdoors after dark before a large audience.

10/Nov/78 *National Museum, Art Gallery, etc.*

This visit would have been greatly enhanced had there been an expert to explain the exhibits. It was very much a "do-it-yourself" effort; and, being unescorted, we were particularly vulnerable to beggars and vendors.

10/Nov/78 *India Films*

This, for me personally, was disappointing. I felt it would have been of much greater interest if we had been shown more of the geography of India, and also perhaps more of its religious side. However, Mr Bakhshish Singh did give us an interesting commentary.

11/Nov/78 *Taj Mahal all-day tour*

This, for most people, was the highlight of our visit to India, and we certainly were not disapointed. The Taj is truly magnificent. We also visited the nearby Marble Works afterwards and saw stones ground and set. On the return trip we visited another Red Fort which was extremely interesting. There was much to see.

12/Nov/78 *Visit to Indian village arranged by Dr. Homer Kempfer*

We felt we were getting much closer to actual Indian life here. Our reception was quite fantastic, and one could not fail to appreciate the great effort that all must have made to receive us. We all felt exhilarated after our visit. Our most grateful thanks are due to Dr. Kempfer for arranging the visit. (See montage in the photo section - the village visit.)

12/Nov/78 *Classical Indian dances*

This was a delightful evening. We had the opportunity to watch India's Prima Ballerina, Yamini Krishnamurti, in action. Her mime and handwork were an inspiration. I, for one, am very grateful for the privilege of seeing her.

13/Nov/78 *Sightseeing "off the beaten track"*

This was mainly agricultural: highly interesting but, without a guide, a little flat. We did, however, enjoy talking to the head of the School - and to some of the children - but I think we all came away wishing we could do more to help their educational programme.

In the afternoon Prof. Bakhshish Singh kindly arranged for some of us to take tea with an Indian family. We had a most enlightening afternoon, discussing many topics and learning a lot about Indian customs, politics and other things - both important and mundane.

13/Nov/78 *Free evening*

Despite - or perhaps because of - this announcement, President David Young challenged a few other delegates to a game of "Scrabble" in the Lounge. This caused quite a deal of interest, various delegates stopping to watch, give advice and generally urge on the participants. A highly competitive game was eventually won by Mrs. Molly Young. Bravo!

14/Nov/78 *Banquet*

A most pleasant evening to round off the conference happily. A delightful meal was most meticulously organised and served by a superbly-drilled staff of waiters under the eagle eye of the splendid Maitre d'Hotel. Since it was a "Dry Day", we toasted each other enthusiastically in apple juice, and thanked Professor Bakhshish Singh for having hosted what was, in my opinion, a truly successful conference.

15/Nov/78 *Close of conference luncheon*

Emphasising the continuity of ICCE's operations, the newly-inducted President - Prof. Bakhshish Singh - took his place with appropriate remarks.

Although a little sad that we would soon be dispersing to the four corners of the world, we were, nevertheless, deeply grateful for the wonderful spirit of friendship that had prevailed socially throughout the whole conference. We were also sustained in the belief that the new Executive would ensure the continuing growth of ICCE, and that we might be able to meet again in Vancouver in 1982.

Nora D. Cowham

EXHIBITS

One conference room was devoted exclusively to exhibits throughout the conference. Nearly 100 schools participated (including those *not* represented by delegates) by showing samples of either promotional or teaching materials - or both. The exhibits were in the original language, but still useful even to those not familiar with the language.

A colour map of the world and minature coats of arms of most of the countries represented at the conference dominated the decor. The Alberta Correspondence School contributed a pile of "gold dollars", souvenirs of the Commonwealth Games recently played in Edmonton, Alberta, Canada. (A little sign said, "Take one". Many people did.)

In nearly all cases the exhibited material was claimed at the end of the conference by a school which might make good use of it in some way. (Better to take back something new than material we already have?)

Planning the exhibits and recruiting the entries was the work of Arlene Lynch, Quebec Ministry of Education (Canada). Since Miss Lynch was unable to be present, Kathleen J. Doeling, assisted by Jean Hill, took charge on the site. Both are from Alberta Correspondence School.

REMARKS OF PROF. BAKHSHISH SINGH ON BECOMING ICCE PRESIDENT

15th November, 1978

Ladies and Gentlemen:

I am grateful to you all, individually as well as collectively for reposing confidence in me to carry on the work of the ICCE over the next three to four years.

It is a very onerous responsibility that has fallen on my shoulders, but I hope, with God's grace and the good will and cooperation of all the members and the Executive Committee I shall be able to do my humble bit to ensure that we all work together earnestly for the promotion of the objectives of the ICCE.

The ICCE Constitution and the resolutions adopted by the General Body at the Business meeting yesterday, would serve as a very useful guideline for me and my friends on the Executive. But in addition to that I would be very happy to receive suggestions from ICCE members for the promotion of the aims and objectives of this International body.

I am sure this Conference has helped in fostering good fellowship and better understanding among Correspondence educators from 40 nations who have participated in the deliberations of this conference, and they will go back home with a determined resolve to further push up the image and effectiveness of the ICCE.

We shall now eagerly look forward to the next Conference in Vancouver and let me hope that you would all be able to come together again at that conference. In fact we would endeavour to get a still wider representation at the 12th Conference. Mrs Audrey Campbell who is going to be our host at Vancouver is obviously in for a very hard task but we are confident that she would do all that is possible to make it a successful Conference.

I am pleased to inform you that at an informal meeting this morning, the Executive Committee has *decided to set up a network of Information and Liaison Centres in different regions to promote better mutual understanding between the ICCE and the different membership areas.* That I am sure would create a wider geographical spread-out and collaboration between the ICCE and its members.

Now before I declare this conference closed I would like to express my personal gratitude to Mr David M Young our past President, Mr Bob Wentworth and all those connected with the arrangements for this conference for the friendly cooperation that they extended to me.

I would also like to express my gratitude to all the delegates and their wonderful spouses for being so kind, appreciative and encouraging. It has been a really delightful experience for me to have been your host.

I wish you all, the best of luck, buoyant health and happiness over the years to come and let me hope you will carry home, happy memories of this Conference and your visit to India.

Thank you all.

Bakhshish Singh

AN EVALUATION OF THE CONFERENCE

(based on questionnaire returns) with comments by the programme committee chairman

In the beginning the 80 sets of answers were merely listed under the nine appropriate questions. Then an experienced educator outside ICCE analysed the data and organized the qualitative responses into major categories such as programme, personal interaction and organization.

Two of these categories were then sub-divided. In each broad category and sub-division, "best" and "weak" characteristics were then identified and, to some extent, weighed against each other.

Similarly, the numerous suggestions of the delegates for the next conference in Vancouver B.C. Canada were grouped into two broad categories with several sub-divisions for each.

The remarks of the programme committee chairman are clearly identified as such. They are based on his knowledge of the conference, the questionnaire answers and a reading of the independent evaluation.

The questionnaire (nine questions)

One respondent said, "What will happen once the questionnaires are completed? Do you just have a look at them and then throw them away, or is there some sort of statistical operation?" The following is "some sort of statistical operation!"

Eighty questionnaires were returned on the closing day. Some were not fully completed, so percentages relate only to the number of answers to a particular question. *Answers mirrored a variety of responses - what one person liked, another disliked; what one thought a strength, another thought a weakness.* Broken down into categories, a picture may nevertheless emerge.

1. Fifty-six (70%) were attending their first world conference. Twenty-four (30%) averaged among their attendance at two previous world conferences.

2. The conference program was evaluated by *seventy-eight* people:

Excellent	5%	Favourable in varying degrees	89%
Very good	50%		
Average	34%	Somewhat unfavourable	11%
Below average	11%		

3. The book of advance papers was evaluated by *sixty* as:

Excellent	17%	
Very good	30%	Favourable in varying degrees - nearly 100%
Good	42%	
Average	11%	

Additional comments were made by sixteen other people: nine rated it from "useful" to "outstanding," seven from "sketchy" to "not used correctly."

4. The cultural and entertainment program was rated by *seventy-three* people.

Excellent	15%	Favourable in varying degrees - 100%
Very good	22%	
Good	38%	
Average	25%	

5. The Ashoka Hotel was rated by *sixty-six* respondents.

Excellent	36%	Rather favourable except for audio-visual services
Very good	20%	
Good	32%	
Average	12%	

Twenty-two people made written comments. Two praised it highly, eight said the hotel was "too expensive," one was critical of service, four rated it as poor, one said his room was inconveniently located, but two others felt the hotel was "adequate." There were four complaints about audio-visual deficiencies; additional complaints on this point are noted under "organization".

6. Delegates were asked to indentify the *six sessions* or speakers which most impressed them. Since the plenary sessions were much larger than the simultaneous small sessions, and therefore could receive a greater number of votes which might still be smaller in percentage than the small group response, the top listing includes the first *twelve* (in order of number of votes received). The order of rank does NOT mean that the delegates rated 1 higher than any of the other sessions.

1. New trends in correspondence education, Ripley Sims
2. Research reports and shared insights, Otto Peters, Naomi McIntosh

3. Academic support and guidance for individuals in a distance learning situation, David Sewart
4 Predications of things to come, Renee Erdos, Börje Holmberg
5. The Knute Broady lecture, Börje Holmberg
6. Problem solving session: How to reduce the number of dropouts, Edward Estabrooke
7. Doing it differently at Waterloo, James Leslie, A.E. Dixon
8. Dollars and sense, Patrick Guiton, Otto Peters, Kevin Smith
9 How to edit teaching materials, Janet Jenkins
10 Practical problems session: We've found the most effective way to train correspondence teachers, William Fowler
11. Our computer corrects student papers and writes individual personal letters to each student, John Bååth
12. The next four had the same number of votes:
    (a) How can we best motivate students as a group and individually, Habeeb and Elizabeth Ghatala
    (b) What are we doing in research? Erling Ljoså
    (c) Satellites in distance education, John S. Daniel
    (d) Co-operation between UNESCO and ICCE, Charles Wedemeyer, N.O. Kabwasa

"Second honours" go to two sessions which were tied for thirteenth place, to three meetings tied for fourteenth place, and to four others who reached fifteenth place together.

13. (a) All India panel: Indian problems and achievements in correspondence education, Bakhshish Singh, S.C. Goel, Ruddar Dutt
    (b) The business meetings, David M. Young

14. (a) Accreditation of correspondence colleges, John F. Phillips
    (b) Practical problems: memories of marketing, Homer Kempfer
    (c) News round up from around the world

15. (a) Student counselling — what works best? Louise Singer
    (b) Writing readable correspondence courses — feedback that helps, T.M. Tsekoa
    (c) Brainstorming session: In what new ways can we increase our enrolments? Robert B. Wentworth
    (d) All Africa panel: What worked well with us, N.O. Kabwasa and others

Beyond that point there were 17 different persons or programs which were considered to be in the "six best" category by someone, frequently by several people. In short, the great majority of the programmes made the "six best" category in someone's opinion.

7. In what respects was the conference at its best?

8. What were the weak features of the conference?

It is impossible to find percentages in these two sections since there are no clear-cut pros and cons. *Here diversity of values is most obvious — what one considers — "best," another considers "weak." Favorable responses tend to be stated in general terms, whereas unfavorable deal with specifics.* The terms "best" and "weak" will be used since they were used in the questions. Responses have been divided into the following major categories: programme, personal interaction, organization. **For the most part, comments are in the respondents' own words.**

A. PROGRAMME

1. The Programme as a Whole

(a) Best:
While eight people considered the program strong without qualification, as many others listed such items as: variety of subjects, interesting topics, flexibility in catering to a wide range of interests, and its good leadership. Also:

- It was a good mixture of work and play, and a very good opportunity to meet people.
- Distribution of topics and speakers, arrangement, exhibition, availability of papers.
- Good international representation and atmosphere of confidence in what is happening in distance education.
- In focussing attention on the growing importance of distance education.
- Coverage. It covered a vast canvas of correspondence education.
- Improving my knowledge about ongoing activities all over the world; learning about projects being carried out — practical insights.
- The logical presentation of subjects, and the opportunities for representatives to personally participate.
- To give delegates from different countries opportunities to understand situations in correspondence education and exchange ideas.

(b) Weak:
specific weaknesses listed by others were:

- Lack of cohesive theme to give unity to programme
- Did not stick to main theme sufficiently
- Too general statements
- Lack of rigour and academic stimulus, and of indepth studies
- Not enough pedagogy
- No emphasis on teaching specific subjects through correspondence
- Need more emphasis on theoretical aspects
- Lectures often had scientific touch without being really based on valuable and useful research
- Topics could have been more relevant
- Few common problems for both developing and developed countries
- Too many weak papers and presentations

- The problems actually faced by the institutions imparting education through correspondence were not extensively discussed. More time should have been devoted to the discussion of administrative, financial and instructional problems of various categories of correspondence institutions.
- We had the impression that parity between correspondence institutions governed by the government and private sector was not maintained. The latter was made to feel inferior in many respects.
- More emphasis seemed to be laid on commercial institutions
- The underlying general concern of many of the delegates to overcome important problems cannot be satisfied at a world conference organized with the 1978 programme. In the future regional conferences should take precedence.

2. The Programme Content

(a) Best

- Interesting discussion topics
- Group discussions and interaction
- Practical lectures which were subject oriented
- The logical presentation of subjects and the opportunity for representatives to personally participate

(b) Weak

- Lack of common definition of each subject so that all could speak to the same point
- Not enough time for USEFUL discussion (several)
- Discussions often superficial — experiences and problems of participants being too different
- Quality of material poor in some sessions
- Papers should have been sent in advance, then meaningful discussions might have developed — classified problem areas, and so on.

3. The Programme Leadership

(a) Best

- High quality of keynote speakers
- High quality of panels
- High standards of papers presented and conciseness of speakers

(b) Weak

- Poor presentations, particularly reading advance papers to audience
- Presentations too formal
- Chairmen and rapporteurs appointed too late
- Some speakers and group leaders not well prepared and with inadequate knowledge
- Because of different languages and backgrounds so many speakers could not be understood

4. The Programmme Format

(a) Best

- Plenary sessions: some thought there should be one each day
- Well chaired, dealing with matters of common interest and concern
- Excellence of programme arrangement and timing

(b) Weak

- Not enough workshops
- Too many workshops; I always felt I was missing something important
- Time for presentation of papers out of proportion to time allowed for discussion
- Too many changes in programme
- Too crowded a programme. Everybody not getting time to present papers
- More than one interesting session arranged for the same time so couldn't benefit from both
- Placement of second meeting before papers
- Too many lectures and meetings with too little time for reflection
- "I did not like the weekend free."
- Organization of sessions — chairman not always present or adequately briefed.
- The division of the conference to three committees. It is better to have two.
- As the conference broke up into three groups early, the plenum could not develop a group identity. Plenary sessions each day!

B. PERSONAL INTERACTION.

(a) Best

To many delegates meeting old friends and making new friends was most satisfying. Some twenty-five people mentioned this. Some comments:

- It provided excellent fellowship and sharing of experiences
- Dialogue and discussion sessions were the very back bone and enlightening features
- I gained much from informal discussions with delegates
- When discussions took place between people of similar interest and experience. Often happened outside conference programme
- Dialogue between delegates during coffee break, meals and evenings
- Visiting India, meeting people
- Meeting old and new friends
- I believe this eleventh conference, the eighth I have had the pleasure and privilege of attending since 1948, has been the most effective and enjoyable
- Informal contacts. Private conversations. Fellowship

- Interaction between members.
- Interchange.
- Social and cultural interaction.

- Excellent opportunity for exchange of ideas and experience from various parts of the world.
- Giving chance for wide participation, common meals together, informal mixing opportunities.
- Lively exchange of ideas.
- Breadth of international interaction.
- People of diverse interests from diverse institutions.
- Informal personal interaction.

(b) **Weak**

- Difficulty to get people to communicate with people of different languages and backgrounds
- One is left with the impression that the objective of too many delegates is to be seen (and photographed) with the names of repute in the field. The objective is to be able to say one was there
- Anti-social attitude of some of the members
- The group of delegates was too heterogeneous
- Diversity of interests and experience of delegates
- Greater opportunities for individuals to meet and exchange views would have been desirable
- There is no effective dialogue between such widely disparate interests such as exist in the correspondence field. The generalisations that are possible, as between those involved with different cultural or age-level target groups, are too general to be useful
- Not giving roles for each participant

C. ORGANIZATION.

Six people listed organization as a "best" aspect of the conference. Presumably they meant that the organization in all areas was excellent. Further comments divided into planning, accommodations, and business. In these areas mostly the details considered "weak" were mentioned.

1. Planning
   (b) Weak:
   - The materials used were not circulated to the delgates before.
   - Non-availability of typed copies of articles not printed in advance volume.
   - More literature should have reached the delegates ahead of time.
   - Papers not included in the advance papers could have been made available by cyclostyling since we are made to wait. Every day's program could have been summarized with brief reports made available the following day.
   - Should have had printed list of delegates who registered after printed list was prepared.
   - Lack of coordination and communication — people not knowing where to go or what to do next.

- Timetable: no free time in the middle of the day.
- Many people mentioned need for more audio-visual (AV) facilities. One person mentioned that some AV presentations were in a language other than English.
- Exhibition needed to be in two sections, a display of materials, and a free literature section. The former should be supervised.
- There should have been some books on correspondence education for sale.

2. Accommodations

(a) Best:
- Planning. Meals. Accommodations.
- Planning. Offering materials and facilities.
- Arrangements.
- Convenient rooms.
- Conference organization in terms of lecture rooms.

(b) Weak:
- Accommodations and arrangements too expensive.
- Delegates staying away from Ashoka Hotel were at a disadvantage.
- Location of the hotel in relation to central market area.
- Some delegates had to make their own arrangements as there was nothing at Ashoka Hotel.
- Need transport from other hotels.
- Should have better ways for reception of delegates.
- General long-term planning excellent, but closer short-term planning between organizers and hotel management would have been appropriate.
- Technical things (lunch included in the price or not) should have been made clear before the conference.

3. Business

(a) Best:
- Democratic elections
- Grass roots reaction at second business session
- Final business session
- Glad the conference rebelled in business session, although its direction somewhat misinformed.

(b) Weak
- Poor handling of elections and resolutions
- No preparation for election
- I thought we were going to be able to vote for the next host — why not?
- Meeting should be open to nominations from the floor

- The executive and the "old boys" are out of touch with conference needs, nevertheless we do owe our thanks to the executive — if only for creating a hornet's nest and being able to ride it out.
- Lack of structure and paper work of business meeting

9. *Please list two or three suggestions for the incoming officers and programme planners to help them get ready for the next conference.*

(Suggestions have also been divided into categories.)

D. PROGRAMME.

1. The Programme as a Whole

- One good theme — one great keynote presentation — ice-breaker the first evening.
- More cohesion overall in programme instead of flashing from one area to another every ninety minutes.
- More discussion of themes. More keynote addresses.
- Circulate theme two years in advance to stimulate members to participate with articles more actively.

2. The Programme Content

- Programme should have higher academic content.
- More intellectual and dense programme.
- Less topics. Take advance papers as read and concentrate on group discussions and plenary sessions.
- Sessions strictly on the basis of printed material. Advance synopsis of papers.
- Series of sessions on related topics.
- The conference should discuss at greater length the practical problems facing various institutions imparting correspondence education.
- Concentrate on the identification crises of correspondence education.
- More practicality.
- Stress a particular phase of correspondence study with universal interest. Provide definitions. Input should be as universal as possible and aims and goals clearly described.
- Vary subjects covered.
- Take care that subjects are of practical use for the respective addressees (universities, private schools, schools in developing countries).
- "Games for conferences" is a good idea; have it in evening, not in competition with other sessions.

3. The Programme Leadership

- Select leaders with unique or different message.
- Ask speakers not to read talks and to use some slides.
- Should remember that all delegates spend most of every day editing manuscripts, supervising assignments, writing courses, and even those from developing countries are already expert in many fields.

- Make sessions more informal. Speakers supply gist of their paper beforehand.
- Speakers should be good teaching models and actually practice what they preach.
- Get "live" chairmen, leaders, and resource people.
- Continue to involve as many delegates as possible from all countries.

4 The Programme Format

- One general session every day.
- More workshops. More flexible programmes. (Very upset that papers not programmed initially.)
- Take care that discussion groups are more homogeneous.
- Issues in distance education be listed and debates be organized on some of them.
- Seminars on strategies for handling some of the problems of distance education.
- Where choices exist, they could reflect the range of interest of delegates.
- Save time by not repeating main points which are in prepared papers. There would be more time for deeper discussion of issues raised.
- Have more plenary sessions and reporting during the day.
- Offer alternate sessions at different levels as opposed to alternate sessions with different subjects.
- Arrange sessions that allow institutions working at the same level to meet together: university level courses; secondary level courses; vocational courses.

(The suggestion for different levels was made by several respondents.)

5. Advance Papers for Programme.

- Careful selection of paper writers. Careful selection of papers by panel out of the papers submitted.
- Identify early writers of advance papers.
- Develop pre-conference booklet in more detail.
- Papers submitted late should be stencilled and circulated.
- Quality control of papers.

E. ORGANIZATION.

1. Preparation

- Start earlier.
- Make sure local organizing committee has adequate resources.
- Send delegates list of participants before conference.
- Preparation in regional meetings.
- Name tags should be readable and include first name.
- State if there are formal dress occasions.
- Put all participants in all activities of conference.
- Send literature ahead of time.

- Proper publicity, adequate information of the venue and adequate time to write papers.
- Exhibit: separate display materials and free materials.

2. **Schedule and procedures**
   - More plenary sessions.
   - Have some free time during working days with sessions in the evenings so that people can do some shopping and sight-seeing.
   - Leave the period between lunch and tea time free.
   - Keep conference the same length.
   - An interval of a day or two in between will help to reduce the tedium.
   - Provide a bulletin board near conference office for daily notices in case participants miss oral announcements.
   - Have notices or posters giving schedule of the day.
   - A register to be signed by delegates actually joining the conference.
   - Daily written reports from rapporteurs so participants know what is going on in the groups. This would insure that reports are prepared. Written better than oral.
   - Provide a matrix of the fields, levels of interest and type of institution of each delegate. Require delegate to give postal address where they will be to receive advance papers.

3. **Accommodation and facilities**
   - Iron out all details before delegates arrive.
   - Have transport available for those not staying at the conference centre.
   - Be sure technical aids are available.

4. **Business and Elections**
   - Have regional based elections.
   - Have business meetings more businesslike.
   - Election by ballot.
   - Be democratic at the Vancouver conference.
   - Africa should be represented on the Executive Board.
   - Election of officers should be held in time to insure immediate takeover and to receive suggestions for the next conference.
   - Re: election of officers: (1) Call for nominations six months before conferences; (2) Set a closing date for receipt of nominations; (3) Send out postal ballot to all members, set a return date; (4) Announce results at the conference.
   - Have specialized vice-presidents, i.e., editor, secretary, etc.
   - I most strongly recommend that representation on the Executive Council of the ICCE should in the future be on a regional basis to prevent a recurrence of situations where some continents are not represented. If necessary, the Constituition should be amended to provide for six vice-presidents and also vice secretary and vice treasurer.

5. Concerns of developing countries

- To encourage delegates from developing countries, provision should be made to help them with travel subsidies to the maximum possible extent.
- With Vancouver being the venue, it will be very important for ICCE to plan in advance to fund raise or obtain sponsorship for people coming from third world countries. The conference must not be dominated by North America.
- Needs of different countries must be kept in view.
- Sessions may be arranged separately for developing countries and their experiences should be shared.
- Provide more opportunities for developing countries to discuss their problems.
- Give more programme space and attention to the needs of developing countries.
- Some way in which better bridges can be made to generalize from experiences in the developed world in a realistic way which can be of help to the third world.
- In some countries it is very hard to get publications in correspondence education. The books should be made available.
- Serious consideration to be given to adequate accommodation and related transportation of delegates. Need for ICCE to secure adequate funds to finance expenses of delegates from developing countries.

and another comment:

- ICCE should not become reliant on UNESCO — it should help UNESCO, if UNESCO wants it.

Note: The questionnaire used is a modification of one prepared by Dr. M Habeeb Ghatala for this conference.

The unexpected remarks of the programme committee chairman as he rides off triumphantly into the sunset.

Let me share with you several personal observations about the evaluation results. The items selected for comment are not the only significant ones, but to each his own choice.

Whatever its limitations, the questionnaire was successful in stimulating a diversity of comment and appparently an abundance of honest (rather than merely polite) answers. As might be expected, it revealed that "one man's meat is another man's poison." Often the same factor was listed under both "best" and "weak."

As the independent observor has already pointed out, the comments showing a high degree of approval are frequently generalizations; the so-called "weak" points are very specific. But when one combines the favourable percentages in questions 1 through 5 and weighs the more significant "best" remarks against the lesser but more numerous "weak" points, the favourable comments seem to have the upper hand.

The positive viewpoint is further strengthened when one notes that some of the "weak" points cancel out each other. For example, "There were not enough workshops" and "There were too many workshops." Another example: "Too many lectures and meetings with too little time for reflection" versus "I did not like the weekend free."(A4b)

Furthermore, what appears to be a weakness may actually be a strength. Such comments as "More than one interesting session arranged for at the same time", "Too many workshops; I always felt I was missing something important."(A4b) and similar remarks are truly tributes to the programme planners and the range of interests of the delegates. Better too many good things than not enough!

Respondents tended to praise the general organization and advance planning of the conference (C) while being critical of the lack of duplicated materials and the breakdown of audio-visual arrangements. Here we are dealing with objective realities, but when away from home one should be philosophical. As I told several distressd delegates from developed nations, "You're not back in (name of country) now. You can't expect everything to run smoothly. This is a different way of life..." In short, there is an obligation to adjust as best one can, to be the polite guest in another man's country. Fortunately, the distressed delegates did adjust ... and beautifully.

Realistically we must admit that the same crises could occur anywhere. Even in the most sophisticated circles, Murphy's Law is in effect: "If anything can go wrong it undoubtedly will and at the worst possible time."

One respondent felt that parity between government schools and the private (commercial) sector was not maintained. (A1b). If there was any such bias, we were not aware of it. Members of the programme committee were drawn primarily from government schools, but active participation was sought from other sources. Some of the strongest leaders were from the self-financed schools.

Similarly, it may seem to some that North America, northern Europe, Australia, and India (the host country) were favoured over all others. Definitely not so; it just came out that way! Considerable effort was made to find program participants in other countries. We did find some excellent ones, but it wasn't easy.

Was the advance planning adequate? Many thought so, but a few individuals mentioned "not time enough to prepare papers; chairmen and rapporteurs appointed too late" (A3b) etc.

The facts are these. The topics were established, hour by hour, *two years* before the conference. The names of participants were filled in during the following year. By November 1977 the programme was firm and complete. Inevitable changes took place gradually up until (and even during) the conference, but to a remarkable extent the plans worked out.

In general, program participants had *six months to a year or more* to prepare their papers. In a few instances, when the time available was less, a due date was agreed upon by the parties involved.

Chairmen and rapporteurs were chosen from the list of registered delegates as advance registrations took place. There were far more chairman volunteers than needed, but not enough aspiring rapporteurs right up to conference time. We were assured that the situation would stabilize when the conference opened. It almost did!

The "old boy" syndrome is implied here and there but mentioned specifically under **business** (C3b). The "old boys" flourish in many organizations. They come together for fellowship, they *read* papers to each other, they talk about what they discussed last time...and the time before. They take pride in being scholarly, but are much less interested in communicating information and ideas to others. Innovations, creativity, even new practical ideas, may be tolerated within limits, but definitely not welcomed.

"Old boys" are not always old, not necessarily male or even a specific person(s). It's an attitude which can be overcome. Fortunately, the delegate who claims to have attended more ICCE conferences than any other took delight in the variety and innovation of many XI conference sessions.

Suggestions for the next conference

There are 80 specific suggestions for the next conference. Some of them we agree with heartedly because they worked out well at the XI conference. Others are vague generalities or pious hopes which have a limited value. Only a few might be considered impractical, but perhaps they can be modified into something good.

Fortunately there are some bold proposals which should be considered seriously. For example, "careful selection of papers by panel out of papers submitted" (D5).

If we understand this proposal, it implies that the programme committee should determine topics, then invite prospective participants to submit abstracts pertinent to each topic. The committee then approves one or more abstracts on each topic and urges the "winners" to develop complete papers. (There are some practical difficulties and limitations, but **the idea might work!)**

We agree that speakers should *not* read their papers, but it will take bold and innovative action to eliminate the practice entirely. Chairmen at New Delhi were authorized in writing to use any means short of physical violence to stop reading aloud. Unfortunately, the warning didn't work in a few cases.

FIFTY ICCE PHOTOGRAPHS

by courtesy of

DR. EDWARD C ESTABROOKE

of American School

Some first glimpses of Delhi

(1) Ashoka hotel; (2) Vice-President of India Shri B.D. Jatti with ICCE President David M. Young (U.K.); (3) Ripley Sims (USA) and Renee Erdos (Australia); (4) One of many programme leaders - Aaleiv Nedberg (Norway)

Getting into the act, each in his/her own way

(1) Dialogue between N.O. Kabwasa (left), UNESCO & Prof. Charles Wedemeyer, University of Wisconsin (USA); (2) Dr. James Leslie, University of Waterloo (Canada) explains advertising; (3) F. Leslie Cowham, Association of British Correspondence Colleges, makes a strong plea; (4) Janet Jenkins, International Extension College (U.K.) shows how to edit; (5) Dr. Adrea O. Fineza (Philippines) takes time for tea between leadership roles; (6) John Baath, Hermods (Sweden) shows how a computer writes letters; (7) Jorgen Sejersen (left), Monsteds Kursus (Denmark), D.J. Keegan, South Australian College of External Studies; (8) One of various informal discussion groups; (9) Jim Nankwenya (Malawi).

Presidents past, present & future; Vice presidents & others

(1) Pres. David M. Young (U.K.) conducting business session; (2) Dr. Michael Carbery, Hadley School for the Blind (USA), later an ICCE vice-pres.;(3) The press on opening day; (4) Vice-pres. Bakhshish Singh (India) later pres.; (5) Erling Ljosa, NKS (Norway) outlines research trends; (6) the pause that refreshes - (l. to r.) Vice-pres. Kevin C. Smith (Australia), Past Pres. Borje Holmberg (Sweden), Vice-pres. Otto Peters, Fernuniversitat (West Germany); (7) Manjit Singh, Punjabi University (India) and Dr. Thomas Onken, Onken Institute (Switzerland).

Women of the world in active roles; Vice presidents and others.

(1) Prof. Carol Tribe (USA) describes her adventure with American Indians; (2) Lucia Radler dos Guaranys tells about changing conditions in Brazil; (3) Gisela Pravda introduces a German film; (4) Louise Singer (USA) does role-playing; (5) Prof. Naomi McIntosh (U.K.), expert on counselling, tries on a sari, with Mrs. Kuldip Kaur; (6) (l. to r.) ICCE Vice - presidents Bakhshish Singh (India), Kevin C. Smith (Australia), Hafiz S. Wali (Nigeria), Treasurer George E. Dawson (U.K.), Robert B. Wentworth (USA), programme committee chairman.

A village near Delhi

The man in the dark business suit is Dr. Homer Kempfer, currently executive director of the Continuing Education Council (USA), an accrediting agency. Making use of his background as a former deputy-chief education advisor, USAID to India, Dr. Kempfer led a group of delegates to a nearby village where the visitors were received with great ceremony. Gifts were exchanged.

The experience was a new one for most ICCE delegates, but who was more enthusiastic than the village children seated near the platform? Surely these are some of India's future correspondence students.

The Microphone

(1) President David M. Young at formal banquet; (2,and 3) Vice-president of India Shri B.D. Jatti; (4) George Kassis, UNESCO (Jordan) holds the "mike' for Dr. Borje Holmberg; (5) Bakhshish Singh (India); (6) Dr Amrik Singh (India)

The conference table

(1) Dr. R. J. Carr (UK), Dr. David Sewart (UK), Kenneth Tsekou (Lesotho); (2) Susana B. de Milanesi (Argentina); (3) Dr. Edward C. Estabrooke (USA); (4) George E. Dawson (U.K.); (5) Renee Erdos (Australia), A.T. Chele (Lesotho). Dr. Borje Holmberg (Sweden), Audrey Campbell (Canada) ; (6) Panel on Manpower targets for developing nations, Principal Ruddar Dutt (India) Dr. E. Urhobo (Nigeria), Dr. I. A. J. Nankwenya (Malawi), Capt. R. G. Morrison (U.K.).

How people act and react at the conference table.

The last of the fabulous fifty (photos)

(1) The Union Minister of Education (India) with the ICCE President; (2) John S. Daniel, Athabasca University (Canada) tells how satellites beam programmes to earth people; (3) Dr. M. Habeeb Ghatala, Saudi Arabian Educational Mission (USA) and (4) Dr. Elizabeth S. Ghatala, University of Houston (USA); (5) Simone Berman (a happy rapporteur), Continental Schools (USA); (6) William A. Fowler, National Home Study Council (USA) with Mrs. Bakhshish Singh (India)

XI WORLD CONFERENCE

International Council for Correspondence Education
Ashoka Hotel, New Delhi, India
November 8-15, 1978.

Front Row - left to right John Buss, Mrs Buss, Lucia Guaranys, Professor Charles A Wedemeyer (President 1969/72), Mrs Wedemeyer, F. Leslie Cowham (Membership Secretary 1975/78), Mrs Cowham, Erling Ljosa (Newsletter Editor 1975/78), elected Vice-President 1978), Michael Carbery (elected Vice-President 1978), Kevin C Smith (Vice-President 1975/78, re-elected 1978), Audrey Campbell (elected Vice-President 1978), Mrs Singh, Professor Bakhshish Singh (Vice-President 1975/78, elected President 1978), David M Young (President 1975/78), Mrs Young, Dr. Borje Holmberg (Past President 1975/78), Mrs Holmberg, Dr Otto Peters (Vice-President 1975/78, re-elected 1978), Mrs Peters, Hafiz S Wali (Vice-President 1975/78), Jorgen Sejersen (Secretary 1975/78), Renee Erdos (President 1965/69), George E Dawson (Treasurer 1975/78), Mrs Estabrooke, Dr Edward C Estabrooke (attending his eighth World Conference), Louise Singer.

THE POST-CONFERENCE TOUR TO NEPAL

A personal view

16 November 1978

As we flew into Nepal we were able to see the snow covered peaks of the Himalayas in the distance and lesser, but not insignificant, mountains around Kathmandu. We were impressed by the neatness of the steppes in the rice fields.

Clearing formalities at airports are always tedious, especially when there are 59 people who have to be cleared simultaneously to go together in one or two coaches. But we were amused to note that all the porters had on their backs "no tipping".

At Kathmandu our party was housed in two modern hotels with excellent service. Some of us were privileged to have an outdoor swimming pool, but the waters were a little nippy at the high altitude in winter.

In Kathmandu the sights were very frequently temples and more temples mostly of the pagoda style. Our guide explained how mixed the various religions seemed to be with one another. We were not allowed to venture inside some temples, this being a privilege reserved only for those who are strictly of the faith applicable to the temple.

As we wandered around the streets both on this occasion and other occasions in Nepal, the common greeting from the children, who very quickly stuck out their hands, was "Hulloonerupee". Disaster set in if you handed out the rupee, since you were immediately recognised as susceptible and, no doubt, willing to give more!

The highlight of Friday morning (17 November 1978) was the visit to the Tibetan refugee camp at Patan, near Kathmandu. Here we were able to see these Tibetans busy at carpet making. They started by carding the wool, spinning it and then weaving it into carpets. It was a very crowded factory, but all the men and women workers seemed very happy and busy. Their intricate carpets patterns resulted in a brisk trade with visitors who came to see them.

A group of cheerful, round-faced Tibetan children delighted the visitors by singing "Frère Jaques".

In the afternoon the excursion was a drive to Bhatgaon, another town near Kathmandu, in which, needless to say, there were yet more temples. As we drove through the countryside we noted that the rice harvest had just been gathered. We saw piles of rice and men winnowing the rice. Winter wheat was the next crop to be planted, we were told.

During a free evening, the writer and his wife wandered down some of the back streets of Kathmandu. They would never have dreamt of doing this in most cities. The Nepalese are a peace loving people.

On Saturday morning (18 November 1978) we rose at 4 am for an hour's coach drive to Bhulikhel. There we walked up the hill for some 20 minutes or more to view the sun rising over the Himalayas. This massive range of snow-covered peaks was gradually lighted by the rising sun. But clouds also rose out of the valleys too soon after sunrise and obscured the tremendous view.

The rest of the day was free. Some wandered through the busy streets of Kathmandu and took opportunity also for a ride in a tricycle rickshaw, not forgetting first to strike a good bargain for the fare.

Our flight out of Kathmandu on Sunday (19 November 1978) had been rescheduled to a later time. Those who wished took the mountain sightseeing flight along the line of the Himalayas which were only 20 kilometres away during flight. Each passenger had a turn at viewing the mountains from the cockpit. Regrettably Everest was bashful behind a cloud.

The Indian Airlines flight arrived at Varanasi in time for a late lunch at the hotel, an excursion to a museum, temples and a small embroidery factory.

Monday (20 November 1978) saw another early start with a coach journey to the Holy Ganges River just in time to see the sun rise. This was followed by a boat trip up the river. We saw the holy places beside the river and Indian people carrying out their ritual sunrise bathing. Along the river were holy men meditating, other people washing their clothes and cremations taking place.

After a late breakfast there was opportunity for a coach drive to the Mother India Temple initiated by Mahatma Ghandi in commemoration of India's independence and also to a "monkey temple". We were able to drive around the university before an early lunch and flight to Khajuraho.

The 55 delegates (four had withdrawn for various reasons) arrived late in Khajuraho. From that point on, various unfortunate occurences (which have not yet been adequately explained) took place.

Suffice it to say that a scheduled flight to Delhi on Tuesday (21 November 1978) was not available. In lieu of a 1 hour 40 minute flight, the delegates rose at 4 am for a hasty departure on an 11 hour coach ride. After further delay in Agra, an aircraft was available to New Delhi. We arrived at the hotel nearly five hours behind the original schedule. Truly it was a gruelling day for those who would soon face another early rising for long flights to Australia, Europe and America.

David M. Young

INTERNATIONAL COUNCIL FOR CORRESPONDENCE EDUCATION

In compliance with minute 6 of the First Business Meeting held on 8th November 1978 the following sets of "GUIDELINES" are published for permanent record.

GUIDELINES FOR HOSTS TO AND MANAGERS OF WORLD CONFERENCES

PREAMBLE

At the Tenth world Conference of ICCE held in May 1975 in Brighton, England, the Second Business Meeting accepted the following recommendation put forward by the Future Plans Committee -

"That a work group be appointed to prepare a conference guide or handbook which would set forth for future hosts and managers of ICCE Conferences recommendations for the organisation and preparation of conferences which would lighten the burden of host groups and provide for the timely and orderly development of plans. The handbook should contain recommendations only, because each host group must be free to develop the conference plans within its own cultural setting."

This document is the implementation of that recommendation.

President David M Young invited the following persons to assist in the preparation of the document -

The three immediate Past Presidents, namely -

Renee Erdos

Börje Holmberg

Charles A Wedemeyer

The host of the next World Conference -

Bakhshish Singh

Former conference managers/organisers -

F Leslie Cowham

M Habeeb Ghatala

Gunnar W Granholm

The existence of every organisation rests on its constitution. Similarly the authority of ICCE to hold its conferences rests on certain clauses of the Constitution and the relevant clauses are now quoted -

> One of the objects of the Council shall be to hold conferences, demonstration programmes and training sessions, for members and others interested, from all countries, for the discussion of Correspondence Education. - II(d)
>
> Conference fees shall be established by the Executive Committee and shall be in addition to the annual subscription. - IV(b)
>
> Among additional members which the elected officers are empowered to appoint to the Executive Committee is a Conference Manager. - V2(c)
>
> The Council shall hold a General Meeting during each Confernece. - V4
>
> The International Council shall hold regular conferences at intervals of three to five ygars at such place and time as may be determined by the Executive Committee. Not less than 12 months' notice of such conferences shall be given to current and former members. - VI

ICCE World Conferences have always expressed the unique intercultural "feeling" of ICCE - a largely unwritten but nevertheless important objective of each conference. Just how this feeling comes about is difficult to describe, but it is a product of the friendliness of the delegates, the sense of pride and worth that each feels in educational work that extends opportunities for learning to places and people otherwise without access to opportunity, and the appreciation that all have for the diverse cultural and national origins of the members of ICCE.

In a world where inequity in education is a continuing source of human frustration and social and economic inequality, since 1938 ICCE has been a small but steady force for the liberation of human beings from ignorance. The individual and social dysfunction that results from lack of opportunity to learn is the cruellest of conditions because it can be ameliorated. Whether delegates wear the national dress of countries of India, Africa - or wherever - the ICCE World Conferences bring together friends and colleagues equal in dedication to help each other, learn from each other and work together to turn back the ever-threatening tide of ignorance, so that people everywhere may take some degree of control over their lives through learning and knowing. Because this is a task for many, the ICCE conferences convey a special feeling of rapport, not so much a product of conference management, as of what each delegate brings to the conference and shares.

DATE AND LOCATION OF A WORLD CONFERENCE.

The sequence of events to fix the date and the location are -

1 At the end of each World Conference it is the practice of ICCE to propose, on the recommendation of its Future Plans Committee, the time and place for its next World Conference.

2 This proposal is then subject to ratification by the Executive Committee in accordance with Clause VI of the Constitution.

3 Following this ratification, the President then invites the host to take responsibility for the organisation of the next World Conference.

4 Acceptance of this invitation by the host then settles the date and location of the next World Conference

It is at this point that the guidelines of this document become of importance to the host.

THE HOST

When an ICCE member makes a suggestion to the Future Plans Committee, for the venue of a succeeding conference, it is assumed that he is offering his services as the Host of such conference.

This offer will certainly cost him both time and effort. It does not follow, however, that it must be a burden to him, his institution, or his country, in financial terms. The Section below on FINANCE makes this clear.

PUBLICITY

The vitality of a World Conference rests on a substantial number of delegates attending, so publicity cannot start too early, nor can it be spread too wide.

The enthusiastic host will, doubtless, use his ingenuity in devising methods of publicity. That apart, the following is recommended as minimum publicity -

1 The host should make frequent use of the ICCE Newsletter by submitting advance information to the Editor. Even repetitive information will not come amiss, because not everyone, unfortunately, reads their Newsletter from cover to cover.

2 Although the Constitution requires 12 months' notice, it is recommended that 18 months before the Conference date all members and others on the ICCE mailing list are sent advance information about the date, location and other outline details of the forthcoming World Conference. (The mailing list for this purpose can be obtained through the President.) The objective of this mailing is to get potential delegates interested in getting the date booked in their diaries and making preliminary arrangements for their intended absence. Interest should be further stimulated by including in the advance information an open invitation for speakers, and for this purpose the Conference Manager should confer with the Programme Committee Chairman..

3 Then, not less than 9 months before the conference date, a brochure with -

Advance Registration Information
and
Preliminary Programme Details

should be mailed to the same persons as in 2 above. Suggested contents of the brochure are -

a date, location and theme(s) of the conference

b general information on

the country and the city of the conference

travelling thereto

accommodation available and reservation thereof

how to register for the conference

c a day to day outline of the proposed programme

d an outline of arrangements, plus any special programme, for wives and other companions accompanying delegates

e conference registration form, which 'inter alia' states the Conference Fee

f reservation form for accomodation, if not already included in e, which should also quote accommodation costs.

4 A repeat mailing of this brochure, updated if more information is available, should be sent about four months prior to the World Conference to all on the ICCE mailing lists, as a final reminder.

5 For each of the above mailings airmail post should be used. In consequence it is desirable that the brochure is produced on reasonably lightweight paper to economise as far as possible in the postage costs.

As part of the publicity exercise the Ministry of Education in the Host country should be informed.

Conference hosts and managers are recommended to refer to the publicity brochures, etc used for previous conferences in designing what they intend to use themselves.

CONFERENCE FACILITIES AND BOOKING THEREOF

1 The facilities should be modern, comfortable and well equipped and consist of a lecture hall for plenary sessions, smaller rooms (possibly up to 6) for

group sessions, and a foyer or centrally situated lounge where delegates can meet each other informally.

2 The required capacity for the facilities is difficult ot forecast, but it is suggested they should be suitable for between 100 and 200 delegates. The Conference Manager should, however, be prepared for any eventuality!

3 Audio visual aids should be available for the speakers. The Conference Manager should check with the Programme Committee Chairman what equipment may be required.

4 Adequate sleeping and restaurant accommodation must be available in the immediate area of the conference. Most delegates will wish single rooms, though a few travelling with spouses will wish double accommodation and others may wish double accommodation for purposes of economy. Ideally all facilities - lecture rooms and accommodation - should be in the one building.

5 The facilities should be booked two to three years in advance of the World Conference. Any advance financial commitment on this booking should, however, be resisted, since it is not until delegates start registering and paying their Conference Fees that money becomes available to meet expenses.

CONFERENCE MANAGER

The object of appointing a Conference Manager is to ensure that there is a single person with sufficient time available to devote to all the detailed organisation and co-ordination required to stage a successful World Conference. If the Host has sufficient time, he may be his own Conference Manager. If the Host foresees work becoming too burdensome for him, then he should recommend a suitable candidate to the Executive Committee.

A Conference Manager must be a good organiser, who gets on well with people. He must be capable of making extra efforts when under pressure.

The appointment may be honorary (ie unpaid) or it may be desirable to bring in an outsider, for instance a retired person with experience of Correspondence Education, on the basis of an agreed fee. In fixing such a fee it should be borne in mind that only in the Conference Week will the appointment be of a full time nature. Prior and subsequent to that the work will be spasmodic. Any fee,for a Conference Manager does not come from ICCE central funds, but is payable from conference fees and must be allowed for in the conference budget.

The Conference Manager must work in close liaison with the Host, to whom he is immediately responsible. He must also be in close touch with the President and the Programme Committee Chairman.

The whole of this document provides the Conference Manager with his brief. In summary, his duties may be listed -

1 Inspect and book accommodation
2 Plan and arrange a companions' programme
3 Explore avenues for reduced travel fares to the Conference
4 Prepare and organise publicity
5 Draw up a conference budget
6 Receive and acknowledge registrations
7 Keep necessary books of account
8 Make disbursements in accordance with budget
9 Consult with Hotel Manager(s) about allocation of hotel rooms if that should become necessary
10 Have printed the conference programme and issue it to delegates with other necessary conference information
11 Organise and supervise an office during the conference
12 In co-operation with Programme Committee Chairman -
    allocate lecture rooms
    arrange for necessary equipment, e.g. projectors
13 Organise banquet
14 After the conference prepare a full statement of accounts with vouchers for submission to ICCE Treasurer

FINANCE

1 **General.** ICCE World Conferences are self-financing, i.e. the income from delegates' registration fees must cover fully the expenses of running the Conference. Indeed, it is commonly the case that there is a substantial surplus of income which is used for the subsequent benefit of ICCE funds.

ICCE members are permitted to register at a discount from the standard delegates' fee.

2 **Bank Account.** It is recommended that a bank account, styled "ICCE Conference Account" is opened at a suitable bank, probably the bank where the Host keeps his own account. Most countries have Exchange Control Regulations. It is, therefore, important that the ICCE conference account is designated by the bank as an External Account, as it will be receiving international monies, some of which may have to be transferred anywhere in the world. The signatories to operate the ICCE Conference Account should be any two of the President, the Host, the Treasurer, and the Conference Manager.

3 **Book Keeping.** A simple but full record of all financial transactions needs to be maintained by the Conference Manager.

4 **Budgeting.** Some 18 months before the conference the Conference Manager should draw up a budget for the conference with the aim of having this finalisd and approved by the President, Host and Treasurer 12 months before the Conference.

In drawing up the budget the Conference Manager should assume a minimum of 100 delegates for the purpose of estimating costs. Then all possible expenditure for the running of the conference for this minimum of 100 delegates should be estimated and added up. Where firm quotations cannot be obtained in time, a generous over-estimate is recommended.

A typical, but not necessarily comprehensive, list of expenditure is as follows -

- Secretarial and administrative help
- Fees, only in very exceptional cases, for invited speakers (note - it is not normal practice to finance speakers)
- Hire of lecture hall and other rooms
- Transport (this may be for preliminary reconnaisance by the Host and also coaches for carrying delegates, etc)
- Printing of such items as the pre-conference publicity material, pre-conference publications and the cost of printing the post-conference Proceedings
- Meals and other refreshments, not included in delegates' hotel rates fee
- Cost of banquet and non-conference activities
- Name badges and folders for delegates
- Postage and other administrative work
- Stationery
- Photographers
- Hire of any equipment
- Conference Manager's fee, if any
- Any taxes that may be payable

Conference Managers should also consult with the President and the Programme Committee Chairman for any expense items which either of these persons may consider should be covered by the Conference fee.

To draw up a budget for the non-delegate companions, a minimum of 20 persons should be assumed and similar principles to the above should then be used.

5 **Calculating the Conference Fee.** The following steps are suggested -

(a) To the budget total arrived at in the previous paragraph add a further 25% to provide for contingencies, the discount to be allowed to members and a surplus at the end of the Conference.
(b) Divide this new total by 100.
(c) Round (b) to the next higher denomination in the currency in which fees are to be quoted. This then will be the fee for non-member delegates.
(d) From (c) deduct 10%. This then will be the fee for member delegates.

A like process shoud be adopted to reach the fees for non-delegate companions, allowing the 10% discount for those accompanying members.

It invariably happens that some delegates wish to attend on certain days and request a special fee. The Conference Manager is advised to be prepared, if asked, to quote daily rates. In calculating such daily rates it shoud be borne in mind that many of the basic expenses per delegate apply irrespective of whether the delegate is attending for one day or five days. Thus, such daily rates must be set at a figure which will cover adequately all the basic expenses.

6 **Initial funding.** While the Host may be willing to carry certain early expenses until he can be reimbursed from delegates' registration fees, he should not be put in an embarrassing position by this and he should feel free to approach the ICCE Treasurer for assistance in meeting preliminary expenses. In this event an estimate of expenses that will be incurred prior to the receipt of delegates' fees should be submitted to the Treasurer.

7 **Outside funding through grants.** The possibility of obtaining financial assistance for the World Conference from international, national, and foundation agencies shoud be considered and proposals relating thereto should be put by the Host and/or Conference Manager to the President as early as possible. Until such grants have been firmly offered by any agencies, budgeting must proceed on the basis that no grants will be available.

LIAISON

In the course of handling all the practical work involved in preparing to run the Conference, the Conference Manager should maintain a regular contact with those who also have special responsibilities connected with the Conference, that is to say -

1 The President. As the chief executive of ICCE he is finally responsible to the ICCE members for mounting a successful Conference. The Conference Manager should regularly keep him informed of the progress of the preparatory work and check with him whether there are special matters to which attention should be given.

2 The Secretary. His particular responsibilities are the Business and Committee Meetings. Time must be provided for these meetings and suitable rooms allocated. The Conference Manager should, therefore, be aware of the requirements of the Secretary, who in turn should consult with the Programme Committee Chariman on the timing of Business Meetings so that they dovetail with the Conference meetings.

3 The Programme Committee Chairman. His task has been defined as -

planning the theme or themes of the Conference
selecting and engaging speakers, panels, chairmen and
  rapporteurs
scheduling the sessions and sub-sessions of the Conference
liaising as necessary with other persons connected with
  the organising of the Conference.

His decisions on scheduling the sessions and sub-sessions are of direct concern to the Conference Manager in planning the availability of rooms. He will be able to pass on information about the special requirements of speakers. Further, all his work will affect what has to be printed in the Conference Programme. Very close liaison between the Conference Manager and the Programme Committee Chairman is essential.

TRANSPORTATION TO THE CONFERENCE

The Conference Manager should initiate enquiries to airlines and others for the working out of special fares or charters, where such are feasible. Such enquiries should be started at least 18 months in advance. Sometimes this effort requires an approach to a national Tourist/Conference Board (sometimes the source of other kinds of support as well) for the designation of an "official" airline. Besides the advantage of special rates, such arrangements assures additional (at no cost to ICCE) publicity, brochures, etc.

REGISTRATION

The Advance Registration Information and Preliminary Programme Details should contain a registration form for intending delegates to submit to the Conference Manager. Apart from the obvious personal information required about each delegate, this form should make clear -

(a) where it is to be sent
(b) how Conference fees are to be paid
(c) that Conference fees must be paid simultaneously with the submission of the registration form.

It is desirable that all registration forms and fees received should be acknowledged immediately and it is suggested that a standard letter is devised by the Conference Manager for this purpose. The Conference Manager should also be prepared at this stage to receive queries from intending delegates, which will require answer by individual letter.

It is possible that despite the warning in the registration form, some intending delegates will ask to register without payment of the fee. It is recommended that such registrations are, to avoid the possibility of subsequent embarrassment, refused. The intending delegate should be advised that no matter how important the organisation or government department sponsoring his attendance, his registration can be confirmed only on receipt of payment of the Conference fees. (Some emphasis is laid on this point, because at previous Conferences there have been certain embarrassments, when a few delegates have failed to pay fees.) There may, on the other hand, be certain distinguished persons, whom, in the interests of ICCE, it is desirable to invite as observers without payment of a registration fee. Such invitations are, however, for the discretion of the President only.

Depending on circumstances it may be necessary when registration forms are acknowledged to advise delegates of the latest information with regard to timing their arrival and booking into their accommodation, etc. Furthermore, if pre-conference papers are being issued, suitable arrangements must be made to send these out in good time, so that they reach delegates at least a month before they start their travels to the Conference. Liaison with the Programme Committee Chairman will be essential in this regard.

Registration on arrival. Right at the beginning of the programme suitable time - as long as possible, but with an absolute minimum of 3 hours - should be set aside for delegates to register at the conference office. Registration involves noting that a delegate has arrived and issuing him with a suitable folder (which will have to be purchased and prepared in advance). If he has not previously been sent his pre-conference papers, these will have to be handed out at the time of registration.

The Conference folder is intended for delegates to have the convenient means of carrying their papers, and contained in it when it is handed out should be items such as the following -

a name badge for the delegate to wear during the Conference
the Conference Programme, the printing of which is the responsibility of the Conference Manager after consultation with the Programme Committee Chairman
stationery for the use of delegates
a complete list of registered delegates prepared with the object of helping delegates to get to know one another
any other papers about the Conference - frequently maps of the locality are of help.

NON-CONFERENCE ACTIVITIES

The range and extent of non-conference activities provided for both delegates and their companions are matters very much at the discretion of the Host and/or Conference Manager, whose local knowledge makes him in any event the best person to decide what should be provided. The following two items are suggested as minima -

1 **Social get-together.** Early in the Conference Programme there should be an opportunity for delegates to get to know one another on a purely social basis. Nothing elaborate is required and possibly cocktails after registration and before dinner on the first day is the best plan.

2 **Banquet.** It is customary on the last night of the Confernce to have a banquet. The Host himself will know best how he wishes to plan for this special occasion in the light of the traditions of his own country.

In addition to possible other evening activities during the Conference, the following should also receive consideration -

(a) **Companions Programme.** This should be primarily for the diversion of the wives of the delegates, while the latter are engrossed in the affairs of Correspondence Education, and would be likely to consist mainly of sightseeing. A regular daily programme, though preferably not for all of each day, can be planned. As indicated above, all the costs of the programme should be allowed for in the budget for non-delegate companions.

(b) **Post-Conference Activities.** The possibilities of arranging one or more of the following, for such delegates as may be interested, should be considered -

(i) A tour of local correspondence institutions
(ii) A purely touristic holiday of about a week to ten days
(iii) A combination of (i) and (ii).

The Conference Manager should, however, avoid any firm commitment on expenditure for post-conference activities until the interest of delegates is known with some certainty.

CONFERENCE OFFICE

The Conference Manager will find it convenient to set up at the Conference Centre a modest office for his own use with the assistance of a secretary typist. This office will serve as a focal point for such matters as -

Registration of delegates
Collecting and disseminating hour by hour information, particularly with regard to any change of plans
Arranging committee meetings
Secretarial help for ICCE officers and Chairmen of Committees
Lost property
Helping delegates with general information and personal service.

This office should be open during Conference hours. While the Conference Manager and his secretary will clearly give what help they can, it is not suggested that a full secretarial service can be provided to all and sundry. Furthermore, it is assumed that ICCE officers will use the office services with discretion.

PROTOCOL

The Conference Manager, in his responsibility for organising an international conference, has to be careful (especially in its formal banquets, President's reception, etc) that protocol is observed in seating arrangements, titles used and such kindred matters.

DISPLAYS

Some delegates customarily expect to put on display at Conferences the educational materials used by their correspondence institutions and space should be provided for this either in the Conference Office or elsewhere within the Conference Centre. It is desirable that the intentions of the Programme Committee Chairman with regard to such displays and their siting be obtained early in the pre-conference planning.

POST-CONFERENCE CLEAR UP

The work of the Conference Manager does not finish with the Conference! He will still have to attend to such matters as the following -

1 Handing back the Conference rooms in good order to the landlord
2 Returning any hired or borrowed equipment
3 Settling all bills as soon as possible
4 Finalising his record of accounts and sending same to the retiring ICCE Treasurer
5 Transferring any surplus of Conference funds to ICCE central funds.

INTERNATIONAL COUNCIL FOR CORRESPONDENCE EDUCATION

GUIDELINES ON -

I The Appointment and Work of ICCE Committees

II The Duties of ICCE Officers, Incorporating Recommendations for the Allocation of Responsibilities

PREAMBLE

In 1977 President David M Young invited the three immediate Past Presidents of ICCE - Renee Erdos, Börje Holmberg and Charles A Wedemeyer - to assist in the drafting of these two sets of guidelines prior to their presentation to the Executive Committee.

The first set is required by Council resolutions, which are clearly intended to assist the administrative organisation of ICCE. With the same objective in view, it is considered by those preparing this document that the second set of guidelines should be prepared and presented simultaneously.

I GUIDELINES ON THE APPOINTMENT AND WORK OF ICCE COMMITTEES

At the Eighth World Conference of ICCE held in May 1969 in Paris, France, the Closing Business Session resolved as follows -

"**Whereas** there is a need, among committee members, for a clear perception of the duties involved in the functions of particular committees, and
Whereas, under the present structure, committee members are sometimes uncertain of the areas of operation and policy-making for which they are responsible.

Be it resolved that the terms of reference of the various committees be clearly defined and delineated in writing, and that committee members be provided with the written terms of reference when they are appointed." (Resolution 12 on page 327 of the Proceedings of the Eighth).

At the Ninth World Conference of ICCE held in May 1972 in Warrenton, USA, a Structure of Committees and Committee Charges was proposed and approved (v. pp 85-88 of the Proceedings of the Ninth).

At the Tenth World Conference of ICCE held in May 1975 at Brighton, England, the Second Business Meeting resolved as follows -

"That the Executive Committee be asked to implement Resolution 12 of the Eighth Conference, namely that committees be clearly defined and delineated in writing and that committee members be provided with the written terms of reference when they are appointed." (Resolution 12 on page 114 of Volume II of the Proceedings of the Tenth.)

These guidelines are prepared in pursuance of the last mentioned Resolution and in elaboration of the structure and charges approved at the Ninth.

THE NATURE OF ICCE COMMITTEES

1 Apart from the Executive Committee, whose establishment is provided for in the Constitution, it is customary to have up to three types of committees —

2 Standing Committees at World Conferences -

- a Nominations
- b Future Plans
- c Resolutions

3 Sub-Committees to assist the Executive Committee in between World Conferences -

- a Programme
- b Research

4 Committees appointed to report on special matters, eg -

- a Name
- b Constitution

APPOINTMENT OF COMMITTEES

1 Executive Committee

The voting members are elected at a Business Session of the World Conference. (Constitution: Part V Section 1). Additional members are appointed by those so elected (Part V Section 2).

2 Standing Committees
3 Sub-Committees
4 Committees re special matters

Appointment of these committees rests with the Executive Committee.

SELECTION OF COMMITTEE CHAIRMAN AND MEMBERS

1 Executive Committee

The Business Session of a World Conference is normally guided by the Nominations Committee in selecting the President and five Vice-Presidents. The President, in consultation with the Vice-Presidents selects the Additional Members.

2 Standing Committees

Immediately prior to a World Conference the Secretary should select names of those who have longest experience in ICCE from the list of conference delegates in order to recommend to the President and then to the Executive Committee those to serve on each standing committee. In recommending persons for the Nominations Committee, care should be taken to avoid those who might be considered as potential candidates for the Presidency and the five Vice-Presidencies. The Executive Committee nominates the Chairman of each standing committee.

3 Sub-Committees }

4 Committees re special matters }

It is usual for the President to select a Chairman, who may or may not be invited to nominate members for his committee, all being subject to Executive Committee approval.

SIZE OF COMMITTEES

Except as laid down in the Constitution for the Executive Committee, there is no firm rule on committee size. In practice about five members, including the Chairman, has proved satisfactory.

TERMS OF REFERENCE

1 Executive Committee

"During periods where the Council is not in session the Executive Committee shall control the Council's affairs. The Executive Committee may also make appointments to fill vacancies in elective offices." (Constitution Part V Section 3).

2 Standing Committees

a Nominations

To select from current Individual Members or from representatives of current Member Institutions, and nominate to the closing Business Session of the World Conference, a President and five Vice-Presidents. In selecting names, the

Nominations Committee should have regard on the one hand to those who will best serve the interests of ICCE and, on the other hand, will strengthen and underline the international character of the Council.

b Future Plans

To call for suggestions for venues for the next World Conference, preferably from those willing to host the next conference; to assess the views of the members of the Council on the venue most favoured; to put a proposal to the Closing Business of the Council by which it may recommend to the Executive Committee the venue for the next World Conference.

c Resolutions

To invite members, wishing to place resolutions before the Closing Business Session, to submit such resolutions to the Committee; to review same; and to table the resolutions at the Closing Business Session. The work of this committee will enable the closing Business Session to be conducted in an orderly manner. The character of the resolutions is normally such as to express appreciation where it is deserved and to assist the Council in the development of new plans and ideas.

3 Sub-Committees

a Programme

To plan the theme or themes of the next World Conference; to select and engage speakers, panels, chairman, rapporteurs; schedule the sessions and sub-sessions of the Conference; to liaise as necessary with the other persons connected with the organising of the next World Conference; to publish in consultation with the President pre-Conference papers; to ensure their circulation to delegates early enough for pre-Conference study; to supervise the implementation of the programme at the Conference with the assistance of the Host and the Conference Manager; and, after the Conference, to assist the President, who will then be Past President, with the publication of the proceedings of the World Conference.

b Research

To carry out such research activities as may be referred to it by the Executive Committee; to endeavour to co-ordinate the research activities of the members of the Council; to assist the Programme Committee to develop that part of the programme devoted to research.

4 Committees re Special Matters

The terms of reference of these committees vary as occasion demands and thus no firm guidelines can be given except that it will be the responsibility of the Executive Committee to prescribe the terms of reference.

THE LIFE OF COMMITTEES

1 After installation during a World Conference the Executive Committee holds office from the end of that Conference until the new Executive Committee takes over at the end of the next World Conference.

2 Standing Committees are in office while the Council is in session in World Conferences.

3 Sub-Committees

4 Committees re Special Matters

These committees hold office from the time of appointment by the Executive Committee until the demise of the Executive Committee or such earlier date as may be appointed by the Executive Committee. Note, however, the work of some committee members continues after the demise of the committee; for example, the outgoing President, together with his assistants, remains responsible for the preparation and publication of the Proceedings of the World Conference over which he presides.

COMMITTEE EXPENSES

By custom ICCE officers and committee members undertake their functions on an honorary (ie unpaid) basis and it is not uncommon for them or their supporting institutions to meet secretarial and postage expenses. There may, however, be occasions when either it is not possible for such expenses to be met by the officer or committee member concerned or the volume of expenses is substantial. Where such expense is anticipated, a budget should be submitted to the Treasurer for approval in advance of any expenditure being incurred. It will be for the Treasurer to decide whether the expense is so substantial that it warrants the full approval of the Executive Committee.

VOTING

1 Executive Committee

The elected officers each have one vote and the President, in the event of an equality of votes on any issue, has a second casting vote. The additional members, while encouraged to express their views and thus bring their influence to bear on the work of the Executive Committee, have no votes.

2 Standing Committees

3 Sub-Committees

4 Committees re Special Matters

Each committee member shall have one vote and the Chairman, in the event of an equality of votes on any issue, shall have a second casting vote.

CONDUCT OF COMMITTEE WORK

With the exception of Standing Committees, which meet only during World Conferences, it is inevitable that most committee work will be conducted through the post, in view of the 'far-flung' locations of committee members. Against this background -

i Committee members are urged to deal with committee correspondence with a sense of urgency.

ii Committee members should express views on the business of their committees succinctly in writing and make these views known as widely as possible to committee members.

iii Committee Chairmen should encourage and ensure the fullest possible dispersion of views within their committee.

Where a chairman calls for views or votes, he is entitled to expect that the responses will be in his office within 4 weeks of any communication he originates. On an issue which is put to the vote, those votes received within this four weeks' deadline are those counted.

II GUIDELINES ON THE DUTIES OF ICCE OFFICERS, INCORPORATING RECOMMENDATIONS FOR THE ALLOCATION OF RESPONSIBILITIES

PRESIDENT

He presides over the Executive Committee to enable it to carry out its functions.

The most important task of his term of office is to lay all the necessary plans to ensure that ICCE mounts a successful World Conference in accordance with the Constitution.

He necessarily works in close co-operation with all ICCE officers, the programme committee chairman and the host of the next World Conference.

In the words of a famous American President "the buck stops on his desk"!

While he assumes his presidential responsibility from the moment of his installation at the Closing Business Session of a World Conference, the outgoing President, with his officers and assistants, remains responsible for the post-Conference clear-up, including the publication and distribution of the Proceedings.

The President should request his Treasurer to make any financial provision that may be necessary to cover the cost of the post-conference clear-up before he, the Treasurer, prepares his final accounts in accordance with the Constitution.

PAST PRESIDENT

From his built-up experience of ICCE his advice to the Executive Committee can be of great value. His most important function is to maintain continuity of ICCE from one administration to the next.

VICE-PRESIDENTS

Chosen on the one hand for their experience of Correspondence Education and on the other hand as representing various parts of the world, their task is to advise the President when consulted by him and to bring forward their own suggestions in the Executive Committee to further the interests of ICCE.

THE SECRETARY

Duties for the Secretary can be listed as follows -

1 Meetings of Executive Committee -
  a to prepare and circulate agendas and minutes
  b to maintain the permanent record of these minutes together with copies of Presidential circulars
  c to hand these permanent records, together with previous similar records, over to his successor.

2 Business Meetings of the Council -
  a to prepare and arrange publication of the agendas
  b to prepare the minutes for publication in the proceedings of the World Conference to which they relate.

3 Standing Committees at World Conferences -

to suggest members for the Committees to the Executive Committee.

4 To ensure that a copy of this document is passed on to all members of the new Executive elected at the conference at which he is Secretary and similarly to ensure that the copy of the document is received by his successor as Secretary.

5 To hold the stock of ICCE publications, to promote their sale, to supply them to purchasers on a 'cash with order basis', and to hand remaining stocks over to his successor.

6 To assist the President and Executive Committee in such matters as may be convenient. For example, he may maintain the membership list and other mailing lists, and may distribute the ICCE Newsletter, but such matters as these

will also depend on the physical considerations, eg where the Newsletter is being printed etc.

7 To ensure that a copy of the Proceedings of the conference, at which he is in office as Secretary, is lodged with the permanent records of ICCE maintained by

a the Librarian, The Documentation Centre, International Bureau of Education, UNESCO, Palais Wilson, 52 Rue de Paquis, 1211 Geneva 14, Switzerland.
b the Library of Congress, 10 First Street, SE Washington DC 20540, USA.

The Secretary's term of office ceases with that of the President to whom he is responsible, but, like his President, he may have to help with any post-Conference clear-up, particularly as regards minutes.

Note - ICCE will normally be without a secretary after the election of new officers. Until such time as the Executive Committee appoints a new secretary, his office will be vacant and it will be for the President to take such action as he sees fit to cover his work.

TREASURER

His tasks are to hold the funds of ICCE secure in bank account(s) from which they can be freely transferred anywhere in the world; to collect subscriptions from ICCE members; to prepare annual budgets for the approval of the Executive Committee; make disbursements as provided in such budgets; to submit to the Business Meeting at the World Conference an interim statement of accounts and thereafter, following completion of his financial responsibilities at the end of the Conference to submit to his successor a final statement of accounts audited by an external auditor, with a copy thereof to the President (Constitution Part V Section 4).

NEWSLETTER EDITOR

For some years it has been customary for ICCE to publish a quarterly Newsletter. This is mailed to members and to those on a complimentary mailing list. Copies have also been supplied to UNESCO under contract. The Newsletter contains articles of interest to correspondence educators and other newsworthy items. It is the Editor's task to prepare copy for the Newsletter. The Editor in consultation with the President arranges the printing and distribution of the Newsletter.

MEMBERSHIP AND RECRUITMENT OFFICER

As the title implies, this officer maintains the membership records and endeavours to recruit new members for ICCE. The work may be undertaken by the Secretary, but it requires continuous attention to details and is time consuming. Since the work is so vital to the well-being of ICCE, it is important to select a Membership and Recruitment Officer who can be expected to meet the demands of the task. The details of the work may be summarised under seven heads -

1 Increase in every way possible the worldwide membership of ICCE.

2 Prepare and have printed such publicity leaflets and brochures as may be necessary to carry out his work.

3 Correspond as necessary with prospective members with a view to recruitment.

4 Review records of members and mailing lists taken over from his predecessor.

5 Maintain a members mailing list.

6 Maintain a mailing list of prospective members.

7 Maintain a directory of members with brief details of the main activity of each member with a view to publication on an annual basis.

INTERNATIONAL COUNCIL FOR CORRESPONDENCE EDUCATION

CONSTITUTION

Part I. Name

The name of the organisation shall be "The International Council for Correspondence Education".

Part II. Objects

The objects of the Council shall be:

(a) to promote knowledge and improvement of correspondence education throughout the world.

(b) to foster good fellowship and better understanding among correspondence educators of all nations.

(c) to exchange publications, lesson material, and other information respecting the growth and organisation of correspondence education.

(d) to hold conferences, demonstration programmes and training sessions, for members and others interested, from all countries, for the discussion of correspondence education.

(e) to publish the proceedings of the Conferences of the Council.

(f) to carry out such other activities as may be considered advisable to promote any or all of the foregoing objects.

(g) to assist in the development and strengthening of regional and national associations; to encourage a mutually cooperative relationship between such associations and the International Council; and to collaborate as appropriate in programmes for the improvement of education and the profession.

Part III Membership

The membership shall consist of:

(a) organisations engaged in correspondence education (the designation for each such organisation shall be "member institution").

(b) individuals interested in the improvement of correspondence education (the designation for each such individual shall be "individual member").

(c) individuals who have distinguished themselves in the field of correspondence education, and who may be so designated by the Council on the recommendation of the Executive Committee and elected as Honorary Members.

Part IV. Subscriptions

(a) The subscriptions for member institutions and individual members shall be on an annual basis in an amount determined by the Executive Committee.

(b) Conference fees shall be established by the Executive Committee and shall be in addition to the annual subscription.

(c) Honorary members shall not be assessed annual subscriptions.

Part V. Administration and Executive Committee

SECTION 1

The administration of the Council shall be vested in an Executive Committee which shall consist of the immediate past president, a president, and five (5) vice-presidents elected at a business session of a council conference. Officers shall hold office until the next election is held.

SECTION 2

The following additional members of the executive committee shall be appointed by the elected officers to serve ex-officio:

(a) Secretary

(b) Treasurer

(c) Conference Manager

(d) Such other members as the elected officers may determine.

SECTION 3

During periods when the Council is not in session the Executive Committee shall control the Council's affairs. The Executive Committee may also make appointments to fill vacancies in elective offices.

SECTION 4

The Council shall hold a General Meeting during each Conference. The Executive Committee shall then submit a report on its work. At the same time the Treasurer shall submit an interim statement of accounts. In addition, following the completion of his financial responsibilities at the end of the

Conference, the Treasurer shall within six months submit to his successor a final statement of accounts audited by an external auditor with a copy thereof to the President.

Part VI. Meetings

The International Council shall hold regular conferences at intervals of three to five years at such place and time as may be determined by the Executive Committee. Not less than twelve months' notice of such conference shall be given to current and former members.

Part VII. Voting

(a) Each member institution is entitled to have 3 (three) representatives with the right to vote at each business session.

(b) Each individual member is entitled to have one vote at each business session.

(c) There is no provision for vote by mail or proxy.

Part VIII. Amendments

This consitituion may be amended by a majority vote of any Council session provided that at least two days' notice of the proposed change has been given the Council in session.

II THE ADDITIONAL PAPERS

Why additional papers? Volume 1 The Advance Papers was published more than two months before the conference. Every author in that book expected to go to India; most did. Others on the programme were well prepared when conference time came, but did not have papers ready for advance publication.

If you think of the additional papers as late papers, you are only partly correct. Also included are the writings of delegates who were actually "standing in the wings", papers in hand, waiting to go on stage if the opportunity came. For some it did, but four others were less fortunate - their papers are still unused. There was no room for them on the programme!

Overview: adult education

Comments on the international scene

Dr. James Draper,[1]
International Council for Adult
Education (Canada)

The concept of the learning society is not really new! It existed centuries ago without benefit of a government ministry.

Looking at the learning society today, Dr. Draper views the implications of four modern trends - an aging society, the development of adult education as an academic discipline, integrated systems of learning, and the adaptation of the media to distance education. In closing, he poses four challenging questions.

Lifelong education and continous learning are the world-wide trend for the future. Lifelong education is already generally accepted as a concept; as a form of behaviour; as a philosophy; as a way of life; as a fact; and as an enterprise.

In bringing about continuous education and learning, we must (1) remove barriers to learning, including institutional, personal and social ones; (2) focus on the general goal of human development; and (3) extend educational and learning opportunities to a greater number of people.

The implications of all this is a re-ordering of power at the individual level. Control of information is a form of exploitation and power; by definition, it creates as well as perpetuates dependency relationships. *The goal of education is to decrease dependency relationships.*

Teaching adults to read and write, a preoccupation of many countries, (including India) is a kind of liberation. It re-orders relationships between people. It invariably decreases one's dependence on others. But the "liberation" can only be *retained* within a framework of continuing education and learning. Programs of distance learning can greatly assist in this regard.

The learning society

The main conditions for the development of a learning society have been identified in a Muslim society which existed as far back as the earlier Abbasid Era 749 - 861 A.D.[2] Even then the learning society had all these characterstics:

a. The value of learning was accepted and supported by the society and interwoven into the social, political, economic and cultural fabric of individual, family and civic life.

b. There was an acknowledgement of lifelong learning as the principle on which the overall organization of education is based.

c. Learning opportunities were democratized, available and open to all so that education is not a segregated activity nor is it conducted only in certain places at certain times of life. Essentially, learning is a voluntary act.

d. Emphasis was upon learning, rather than on teaching, so that teachers themselves are continuous learners, adapt themselves to the needs of learners, and have a relationship with them of equality and mutual respect.

e. Teaching was not restricted only to those with formal training and certification.

f. Both the forms of learning and the content reflected the indigenous culture.

g. Educational control was not delegated to one single, vertical, hierarchal structure which constitutes a separate body removed from the participation of individuals and the community.

Furthermore, some previous civilisations have even achieved the learning society without a state or central department of education or a ministry of universities and colleges!

Four trends and their implications

In my observations on trends, let me cite four examples, and where possible, point out some of the implications of the trends to correspondence and distance education.

1. An aging society

This is a situation peculiar to many countries. For instance, in Ontario, Canada, there is a declining enrolment in both primary and secondary schools. Facilities which were previously not available to adults may now be available.

One obvious implication of an aging population is that more and more young and older adults are demanding more and more education and learning opportunities. Another implication relates to re-conceptualizing the concepts of "learning" and "teaching." For instance, previously teacher training colleges thought of teachers as being linked to children and schools only. Now, the focus is upon the preparation of good teachers, without reference to age groups or institutions.

2. Adult education as an academic discipline

The essence of adult education and distance education is adult learning. More and more graduate programs in adult education are being established to develop the skills for facilitating adult learning; to undertake research relating to the learning of adults; and to expand the concept of adult education, recognizing that it occurs in a great variety of settings.

In July 1978, I took part in the first adult education training program in the Caribbean region. Other regional training programs are likely to be established. There seems to be tremendous potential for distance education here.

Adult education as an academic discipline is generally accepted, for instance, in Western Europe, the United States, Canada, the United Kingdom. There are now two adult education graduate programs in India (Madras and Tirupati), one in its second year, the other in its first. Can graduate study be extended through distance education? Should it be? Probably so.

I would guess that the Government of India's current National Adult Education Program (NAEP) will put greater pressure on universities in India to establish graduate programs in adult education. Attempts should be made to have these graduate programs undertake research relating to correspondence and distance education.

3. Integrated systems of learning

There is a move towards an *integration* of the resources of educational systems and towards a *redeployment* of those resources. A recent report submitted to the Commission on Declining School Enrolments in Ontario, Canada, by Thomas and Davie [3], points out that there are two dimensions to the "integration" of existing educational systems.

> In contemporary western, post-industrial societies, with the need for constant retraining, the life cycle has become one of education-work-education-work, etc., which results, then, in a problem of *horizontal integration.*
>
> Systems of "day release" as practised in Great Britain, is an example of this dimension. "Paid educational leave", a radical introduction of educational activity into the lives of employed adults, now is practised on a wide scale in France, Sweden, and Germany. It is receiving a good deal of official attention in Canada.
>
> The *second* dimension is, of course, the "vertical" dimension. In this case we are interested in the compatibility of the relationships between various levels of educational activity and the associated institutions. *How easily, and to what purpose, can individuals move from one level and one set of agencies to another?*
>
> It is important to point out that integration can and must be seen from several different viewpoints, particularly once the phase of voluntary participation is reached.

> *What appears to be "integrated" from the point of view of the administrator may in fact be seen as an absence of opportunity by the potential learner.* For example, if people choose agencies first and programs second, (and if their choices are related to past educational achievement), then similar courses, offered by agencies at different levels of educational achievement, are visible to quite different populations, and therefore are not in competition with each other.

If the overall goal of an educational system is to make educational opportunity available to as many individuals as possible within a reasonable cost, *then "integration" must be considered as it appears to the potential learner.*

4 Adaptation of the media to distance education

The growing emphasis on adult and continuing education has increased the use of new media and combinations of media. For instance, note the use of radio, television and other audio-visual means when linked with correspondence study. Some examples from the past and present are:

- the radio farm forums in India and Canada, which combined pre-distributed written materials, radio broadcasts, and radio listening and discussion groups.
- in Newfoundland and Labrador in Canada, the community learning project uses videotape and written materials
- the use of radio, posters and other media in Colombia, South America
- the satellite learning program, serving eleven Commonwealth countries and based in Fiji, at the University of the South Pacific
- in India, the use of television for adult literacy training in Bombay and in Madras. One university in India is hoping to obtain its own radio station for adult continuing education. This will likely be the first such program of its kind in India.

The potential seems great for combining radio and television programs with correspondence study programs.

Recently Mr. Anil Bordia, Joint Secretary, Ministry of Education, Government of India said:

> "The vision of the learning society must be served by media which has the propensity of itself becoming the message - the printed word, which is germinal for creation of a literate society; the folk media, which could generate a new cultural climate; group action and

> discussion, which must lead to a more aware and less unequal society; and audio-visual machines, which help in reducing distances and in resolving, through the method of science, the mysteries of the human body, the environment and the universe. *These various media must form a symbiotic package leading to greater communication and achievement by all persons of their highest potential, a vision of a corporate, humane and cultured society*".

To summarize, distance learning, is a form of adult education which utilizes the basic principles of learning and psychology. It is

- now used in most parts of the world, even in countries with rather low technology and in countries where anything but traditional methods have been resisted
- becoming a genuine alternative to traditional schooling in such places as the Dominican Republic and Colombia
- a principal means of genuine exchange of ideas and cultural experiences between people. Radio plays an important role here.

To quote Dr. J Roby Kidd, secretary - general, International Council for Adult Education:

> *Much of the experimental work and innovations in practice regarding distance learning were first tried out and tested out within adult education, since this was the field of education that had least traditions, least constraints in method, least expectations about what was correct education and therefore could innovate and was obliged to innovate.*

A Ghanaian proverb that goes something like this: "When a goat wanders into someone else's backyard it should not complain when it has its head cracked by a stick". In whose backyard does distance education belong? Is it the domain of any one group? Clearly, it seems not. It also seems essential that a maximum amount of cooperation, coordination and sharing take place at both regional and international levels.

Four questions in conclusion

1. What basic principles of learning can be taught in local and regional adult education training programs, so that the basic concepts of distance learning, including correspondence education, can be more fully understood and appreciated?

2. What are the implications to distance learning and continuing education opportunities of adult literacy programs, such as the Government of India's adult education program? What combination of media can be used for initial and follow-up of literacy programs?

3. Given the outcomes of adult literacy programs, such as India's and others like it, what additional demands will there be on the production, pricing and marketing of paper? Can the demands be met, as there is an increasing demand for continuing education materials? Can prices be held at a level at which the new literate can afford to purchase written material?

4. What applied research can be undertaken which will ascertain what combination of distance learning media is most effective in facilitating adult learning, whether this be basic literacy learning or professional continuing education?

Footnotes

1. **James A. Draper, Ph.D.** represents both the Ontario Institute for Studies in Education (University of Toronto) and the International Council for Adult Education. He has taught at various universities in India, including the University of Rajasthan where he was on the staff from 1964-66. On numerous occasions he has returned to India to undertake research relating to the development of adult education as an academic discipline in Indian universities.

2. **Yousif, Abdelwahid Abdalla,** *Muslim Learning During the Earlier Abbasid* **Era** (749 A.D./132 A.H. - 861 A.D./247 A.H.), unpublished Ph.D. thesis, University of Toronto, April 1978.

3. **Thomas, Alan M. and Davie, Sonja,** *Challenge and Change* (A Report to the Commission on Declining School Enrolments in Ontario), Toronto:
Department of Adult Education, Ontario Institute for Studies in Education, June 1978, pp. 18 - 19.

4. **Bordia, Anil,** *The Vision of the Learning Society*, Zakir Husain Memorial Lecture, Coimbatore, November 6, 1978, New Delhi: Indian Adult Education Association, p. 7.

Overview:
Indian Education

Dr. Malcolm Adiseshiah
Vice Chancellor, University of Madras; president of International Council for Adult Education (India)

Correspondence education in India is better understood if it is viewed as part of the total educational picture of the country. Why is there now a great demand for correspondence education which was first introduced in the private sector in 1930 and in the government universities in 1962? Dr Adiseshiah presents a convincing answer.

This paper concentrates on the tasks ahead. New sound goals for India give rise to new educational priorities and new educational directions. There is a growing relationship between education and employment, between academic theory and work.

The Indian education system has today enrolled over 100 million students, employs over 4 million teachers and expends over 20 billion rupees ($ 2.5 billion) every year. It is readying itself to enrol an additional million students in the next ten years and has launched a massive adult literacy and education programme to train half of the 250 million illiterate adults within the same time span.

The pressure on the system stems from two sources - the democratisation movement and the growth rate of the population. The movement for the democratisation of education includes the double imperative of "equality of access to education" and "equalisation of educational attainments".

India began its independent existence (1947) with a total of less than 18 million enrolled students. Less than one third of the children of primary school age were in school. Less than one twentieth of the youth of the secondary school age were in school. One half of one per cent of the university age students were in India's 17 universities. Faced with this situation, the people wrote into their Constitution in 1950 that "the State shall endeavour to provide within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years."

That promise made over 28 years ago is yet to be kept. (As of today, only 50 per cent of the 6-14 age group are in school but the promise expressed one part of the democratisation of education imperative. On the other part, (equalisation of educational outcomes) a good start has been made in providing educational access to the poor and the disadvantaged who form the majority in the country. There have been a number of pilot experiments, but these represent no more than a beginning.

The other pressure on the system is demographic. The absolute numbers of people has increased rapidly, from a little less than 300 million at the start of the country's independence in 1947 to over 600 million thirty years later. The population will certainly reach 1 billion after the turn of the century! This means that the demand for schooling has doubled within the first 30 years and will about double again in the next thirty years! The rate of population growth was a high 2.7 per cent in the first decade, fell to 2.5 per cent in the second and hovers around 2 per cent at present. This accounts for the heavy backlog of school age children that the system should provide for. Further, the structure of the population is such that the age group of 15 years and under is 40 per cent of the total population, compared to the normal 25 per cent in Europe and North America. The population growth rate and structure are inter-related in that this high rate is due to the sharp and continuing decline of the infant death rate. More children survive and must be provided schooling.

Diversity

Education in India is the responsibility of the 22 states and 18 union territories with the Federal government undertaking the coordinating of the total system. Each state has its own language and the entire school system is conducted in the state language. The various languages have as a result developed and flourished. Meanwhile, educators are trying to reach an agreement on a common language.

Further, the development of education has varied from state to state, not always correlated to resources and the levels of development of the states. Kerala, whose resources and agricultural and industrial development are limited, has the most advanced educational system, with 100 per cent primary school enrolment and the highest adult literacy rate at 70 per cent. This has been largely due to the demand of the people and the manner in which the state government has over the last century set about meeting that demand.

Kerala is followed by Tamil Nadu and Maharashtra which have set aside considerable resources to attain their advanced levels of educational development. But there are states and areas (such as where the tribal people live) where educational facilities are very limited. A special effort is being made, with the help of the Federal government, to catch up with the educationally advanced states.

Excellence

The Indian educational system has produced the third largest stock of scientists and technologists in the world. In the field of scientific and technological education, some of the 115 universities, the five institutes of technology, the three institutes of management, the 17 agricultural universities and the 50 scientific and industrial research laboratories have developed into centres of excellence in their respective subject areas.

Back of this striving for excellence is the educational objective of the preservation, dissemination and acquisition of knowledge about all the world and about India itself - its history, its present needs, and its hopes and aspirations. We have made a start in the upgrading of the information content of the curriculum and syllabuses at all levels and in all subjects.

The tasks ahead

Integration with development as redefined

Development was in early years of the country's independence conceived of as the attainment of a certain rate of growth of the economy. After two and a half decades of national effort based on this concept, it was realised that growth resulted in a small minority of the people becoming rich and the majority remaining or becoming poor. The institutions and structures of development did not ensure an equal distribution of its fruit among the people.

The educational system reflected this dichotomy. Expenditures at the second level increased 5 times and at the third level 10 times as compared with the primary level. The second and third levels are the normal preserve of the rich minority! (Eighty per cent of high school and college completers come from the top 20 per cent of society).

Now development has been redefined as (a) ending unemployment and underemployment which involves 20 million persons and calls for creation of job opportunities for 50 million persons within the next 5 years, (b) a sensible rising of the living standards of the lowest income group, (c) the provision by the state of the minimum needs of the people in cereals, safe drinking water, clothing, housing, health care and basic education, (d) the reduction of inequalities of income and wealth, (e) continued progress towards self-reliance and (f) an overall growth of the economy at 4.7 per cent.

With this redefinition of development, educational priorities themselves have now shifted to (a) the universalisation of primary education and (b) educating the 100 million adult illiterates (with resulting lower priorities and reduced allocations to second and university level education).

New educational directions

Non-formal channels

The two educational priorities - universalisation of primary education and eradication of the adult illiteracy - have brought into being new educational initiatives. Earlier reference was made to the fact that at present 100 million students are enrolled, about 70 per cent of them being at the primary level. But this is based on the enrolments reported for class I on the first day of the school year. By the end of class IV, 60 pupils out of every 100 who entered class I drop out because of the poverty of their parents. The children must work in the farm, field, factory or home to supplement the low parental earnings.

New educational programmes outside the school system (non-formal education) are being organised for those who have been left out, pushed out or have dropped out of the school system as well as for the adult illiterates. Courses are timed to fit "free time", new courses centre around interests, current and future occupational needs. Teaching and learning methods are new as well as the idea of students to organise themselves to fight for their rights.

As a feedback, proposals have been made for formal school structures to be changed to allow for multi-point entry and exit, for modification of the sequential promotion systems, and for borrowing from the non-formal system some parts of the curriculum content, teaching technology, and learning methodology.

Distance and open learning paths

In response to the lower priority for second level and university education and the limits on the number of colleges and universities, various forms of open path, distance learning programmes have been developed. Correspondence education is developing rapidly for university courses and teacher training programmes. The total numbers taking correspondence courses and distance learning through the radio (and to a lesser extent through TV) are rapidly approaching about half of those enrolled in formal institutions.

Three initiatives have also been undertaken in the South to launch the beginning of an open university system. These many forms of open path and distance learning are increasingly giving their students the same status as those of the fulltime students in formal institutions. Increasingly, the correspondence diplomas and degrees have the same value as those of the class students. With the integration of the total education system, the national objectives of equity, the limited emphasis on second level and higher learning, correspondence courses, distance education and open learning systems increasingly become an important part of the Indian educational scene.

Education and employment:

The problem of the educated unemployed (the unemployment of those with matriculation qualifications and above) has reached serious magnitudes in India. As of April 1978, 10.8 millions of educated young men and women had been registered as job seekers in the country's Employment Exchanges.(These figures, are not precise because the educated unemployed living in rural areas are not registered in these urban exchanges. Also some of those registered are not unemployed but are looking for better jobs.)

What is proposed is to deal with the problem both on the demand as well as the supply side. On the demand side the bottleneck is that, of India's 240 million labour force only 20 million (nearly 9 per cent) are employed in the organised sector. Of the 5 million entering the labour force every year, only O.45 million can be accommodated in that sector.

Hence during the coming years the number of jobs in the organised sector will be expanded through heavy investment in irrigation and power. (This serves the equity objective.) There will also be increased agricultural productivity and rapid expansion of the agro-industrial, small, and labour-intensive industries. This will give employment to the unemployed as well as to the new graduates in the coming years.

The complementary actions being taken on the supply side are (a) reducing the number of arts, science and commerce graduates during the coming five years, (b) not starting new colleges and universities, (c) directing about half the students at the secondary stage into vocational training, (d) charging fees for higher education, except for students from low income and socially deprived families, and (e) eliminating degree and diploma requirements for certain jobs in the public sector.

Education and work

One of the most important developments is the new linkage which is being forged between education and work. In a sense, this is going back to the Indian educational tradition where organised learning was a function of peer learning, and participation in work and community activities was interwoven with the socialisation process. The work requirements now being rebuilt into Indian education affect all aspects of the educational system - structure, methods, technologies, content and its relation with all other development sectors. A rather precise definition of this work-linked learning system is provided in one part of the curriculum which runs from class I to class XII and right up to undergraduate and post-graduate classes. The definition follows.

"Socially useful productive work may be described as purposive, meaningful, manual work resulting in either goods or services which are useful to the community. Purposive productive work and services related to the needs of the student and the community will prove meaningful to the learner. Such work must not be performed mechanically, but must include planning, analysis and detailed preparation at every stage, so that it is educational in essence. Adoption of improved tools and material, where available and the adaption of modern techniques will lead to an appreciation of the needs of a progressive society based on technology.

"The objectives of this part of the curriculum are to (a) prepare students to practise and perform manual work individually and collectively, (b) acquaint students with the world of work and services to the community and develop in them a sense of respect for manual workers, (c) develop a desire to be useful members of society and contribute their best to the common good, (d) inculcate positive attitudes of team work and socially desirable values like self-reliance, dignity of labour, tolerance, co-operation, sympathy and helpfulness, (e) help in understanding the principles involved in various forms of work and (f) lead students to participate increasingly in productive work as they go from one stage of education to another and thereby enable them to earn while they learn."

Undergraduate and postgraduate courses in universities and colleges will increasingly move in the direction of those universities which now require two to four hours a week of application of the theory learned in the class room or laboratory.

How to decide what price to charge for a correspondence course

George Dawson
The Rapid Results College (U.K.)

No better advice can be given to Correspondence Colleges than that given by Mr. Micawber to David Copperfield. In short, don't let outgo exceed income.

A Government may be prepared to subsidise any deficit for a "National College", but a student, whether he is half-way through his course or ready to take his examination, is not prepared to pay more than he originally agreed to pay. In these days of international financial stringency, even a Government may not be prepared to make good any loss or deficit of a College or Institute that it controls.

It is essential, therefore, that if a College intends to survive and progress it must ensure that all the costs included in the whole period of a student's enrolment are calculated carefully **before** the student enrols.

We all agree that education by correspondence must be "cost effective", but what **should** a course cost? Under normal economic principles of "supply and demand", the answer could be "the highest sum that a student can pay". The College is then obligated to provide as good a course as can be provided for that money.

Students, however, have varying ideas as to the price they should or can pay for the services they require. When there are oral classes the students and parents see the building, the furniture, the teachers, the text-books, the services made available to students. These must be paid for, but a Correspondence College student does not see all that goes into the making of a complete course. He does not see what is required to provide service equal to that provided for class students.

A student studying by correspondence sees only the study material, the answers to his tests, letters in reply to his queries. He is not aware of the considerable resources needed to develop a correspondence course and make it available to students. Nor does he realise that services must be provided and maintained **before** a student enrols for instruction. Each student must be shown that he is getting full value for his money.

Some courses will incur more expense than others. The number of students who actually enrol may be more or less than the original number anticipated and the initial decision therefore must be made at the outset whether each student is to pay an exact proportion of the costs of his course. (This will inevitably mean that fees for some subjects will be many times more than those for others) or whether "in the common good" all fees for equivalent level subjects should be the same. In the latter case, a student can freely choose whether he should study for the arts, science, book-keeping or psychology without comparing costs.

Ideally, before preparations are made to provide a course one should ascertain what the market will be for that course. In some subjects, demand will be overwhelming; therefore it is a relatively small matter to base the costing on (say) 100 or 1,000 students. In other cases, however, the number of students who are likely to enrol just simply cannot be ascertained even by using expensive market research. Few Institutes have, in fact, the financial resources to undertake any extensive market research.

Very often, therefore, courses are written on the basis of either "backing one's hunches" or on instruction from a government body that a course will be provided.

In either case, however, costing has to take place before the course is announced. Too often the Institute fails to take into account all the costs that will be incurred.

With correspondence colleges continuing to "operate" (whether commercially or under government control) with increasing numbers of students and inflation raising the costs, it is sometimes difficult to ensure that a college is truly "viable". How many colleges do have sufficient resources to meet all their obligations at anyone time? Would their resources meet all the expenses still to be incurred if "overnight" no other students could or were to be enrolled? I believe that there are many Institutes who have insufficient resources to meet their moral and legal obligations to students if an outside event prevented them from enrolling any more students.

What, however, are the costs that have to be included to ensure that an Institute "pays its way" and receives enough finance to ensure that a student receives the complete course and is not "stopped" just before he is getting ready to take his examination because the Institute's funds have been exhausted?

Often a college has to provide instruction according to a syllabus laid down by an outside independent public organisation. In other cases a college sets the syllabus which will prove the most attractive to students. In either case, however, the college must meet the expense of keeping the course up-to-date. Even where countries do not have consumer protection legislation, a college must make sure that the full course is available before any students enrol at the beginning of the course.

Sometimes students wish to study a particular examination or subject but there are insufficient numbers to provide for a course. Perhaps other colleges provide the course and there is an insufficient market "to go round" or perhaps whether the total numbers of students is too small. In either case it is too costly to offer the course.

An institute does not necessarily become more efficient, less costly (or more profitable) simply because it increases in size. The increase in size may only be achieved by enrolling students for less economic courses. In any college there is a point beyond which increases in costs are incurred for every student whether the school is organised on a commercial basis or not. Beyond this point only extensive advertising or inducements to enrol will result in more enrolments. These promotional costs may be greater than the savings resulting from selling the study materials to more students.

Many costs relate directly to the number of students. How many colleges have considered the maximum number of students that can be supported by any one staff member? If the costs prior to an enrolment increase at a faster rate than the decrease in the cost of providing study material, the point has been reached where the school should not accept further enrolment.

An increase in size is justified only if each student bears the particular costs for his or her course and pays something towards the fixed costs which do not materially alter with the addition of another enrolment. If one does not follow this maxim, additional students are enrolled at the expense of future courses and students and there will be less "working capital" to meet future requirements.

I believe there are very few institutes, if any, which have sufficient surplus at the present time to carry out research necessary to prove that education by correspondence is at least as good a course as class instruction. We are not looking for a sufficient "surplus" from each enrolment to carry out this most important task.

Within the ranks of ICCE there are colleges which operate on a commercial basis either fully covering their costs from students with or without support from an education trust or government. There are also colleges which simply charge the students the running costs after the fixed overheads of buildings, staff etc. have been paid by a government authority. In either case, are all costs being covered and has the college sufficient funds to meet present costs and inflationary costs in the future?

Together, therefore, we shall try to "price a course" based upon costs that are or should be incurred. What I hope we will be able to prove to ourselves is the wisdom of relying on "judgement" instead of "good luck".

Doing it differently at the University of Waterloo: advertising experiments

A.E. Dixon,
University of Waterloo
(Canada)

The advertising experiments described here originated in 1976 77. Changes were made both in subsequent advertising and as a result of advertising. With a limited budget, the experimenters developed newspaper and magazine advertisments only. In keeping with university policy the advertising was conservative, yet distinctive. By 1978 the University of Waterloo correspondence program had received rewards it hadn't expected.

The University of Waterloo advertising experiments were designed to answer several questions in 1976 - 77:

1. What is the cost per reply from a) city newspapers; b) small town newspapers; c) financial newspapers; d) national magazines?
2. What is the best time to advertise? (Summer suits our fall application deadline best.)
3. How long does it take for replies to come in by mail after the advertisement appears?
4. Should an advertisement be repeated several times in the same newspaper over a short period of time, or do replies to the second and subsequent advertisement drop off?
5. Are special rates available that lower the price of advertisements?
6. Does the size of the advertisement affect the cost per reply?

The Ottawa region was chosen to test the results of several insertions in a row because it is an area served almost exclusively by two daily newspapers. At that time there were very few students enrolled in our correspondence courses in that area. An advertisement was placed in each of the newspapers twice during the last two weeks of August, for a total of four insertions in the Ottawa area.

Many people in the Ottawa area receive both newspapers; in effect we had put an advertisement in a single paper four times. We also advertised in both *T.V. Times* and *Weekend Magazine*. In fact, people in Ottawa who read both newspapers, *T.V. Times* and *Weekend Magazine* could have been exposed to the same advertisement six times in a three-week period!

The results are very interesting. There is a very large peak in the first week and another peak at the beginning of the second week, then the replies dropped off but continued for about a month and a half.

There were three surprises in the summer 1976 campaign. First, our best results were in the Ottawa area where we used four insertions in the local newspapers. The *cost per reply* from the two television magazines and the city newspapers were about the same. (The T.V. advertisements were very expensive, but yielded a larger number of replies.) The same was true of the national magazines - the advertisements were very expensive, but the cost per reply was about the same as for the city newspapers.

Second, the financial newspaper made a very good showing while the small rural newspapers did very little for us. Because the financial newspaper caters to a highly educated readership it is surprising that so many people answered the advertisements. On the other hand, very few people in the rural areas were interested in correspondence education even though it is probably the only way that they could get university-level training. Many people in the city are within range of night classes on university campuses, but those who read the small newspapers are probably not.

Now questions are answered quickly

Almost every request for a correspondence course schedule or calendar included one or more detailed questions about the courses. We received about 3,000 inquiries in a three or four-week period; it was impossible to write personal letters in reply. Unfortunately in most cases the questions were ignored and the calendars and application forms mailed.

This problem resulted in two changes in our advertising. In the November campaign reply coupons were used in the advertisements. The reply coupons were useful for several reasons. Each coupon can easily be coded so that it is no longer necessary to code the return address. There isn't enough space on a reply coupon to ask a question; thus the number of questions went down substantially. But in order to answer the questions most commonly asked, we produced a booklet entitled "Questions and Answers". It contains answers to 80 of the most common questions. On the cover of the booklet is the statement "For the answer to your inquiry see Question — "

In the fall and winter of 1976 a second advertising campaign was used to test the results of the summer campaign and to answer some new questions. For instance we wondered if the results from the Ottawa newspapers would be as good a second time. In addition, it was decided to try an extremely small advertisement in a national magazine to test the results from a very small (and inexpensive) advertisement. An advertisement was designed for *Macleans* magazine in which the whole advertisment was inside the reply coupon.

In the winter campaign the Ottawa papers still remained the best value in terms of the number of replies per dollar. The financial newspaper still did reasonably well, as did the two national papers. But the small *Macleans* magazine advertisement was an absolute disaster. It had the largest cost per reply of any advertisement used in the winter campaign.

In the winter, average cost per reply is lower

In the winter campaign the average cost per reply was quite a bit lower than it had been in the summer. This is probably due to the fact that people in Canada are more interested in studying at home in the winter when it is cold and nasty outside than they are in the summer. Many people may have missed our summer advertisements completely because they were away on vacation.

At the end of the winter campaign we had several thousand coupons. But it was too much work to retype the names and addresses onto separate envelopes for mailing the calendar. At that stage we decided to computerize our mailing list. We then developed a revised advertisement with a reply coupon (see example) for the 1978 campaign. Note that the coupon has been coded so that it can be sent directly to keypunching in the computer centre.

But in checking the list in the spring of 1978 we found that our list of 20,000 names sometimes included the same person's name and address two or three times.

At that stage we decided to save money by sending an announcement to everyone on the list *asking* if the recipient would *like* to have our new calendar. These forms were completed by the computer, inserted into window envelopes, and mailed to prospective students. If anyone wanted a calendar, he mailed the left half of the announcement sheet to us in an envelope. The sheet was coated with a thin adhesive during manufacture; it was only necessary to moisten the sheet and stick it to the envelope containing the calendar to be mailed.

The cost to mail the announcements was approximately one quarter of the cost of producing and mailing a calendar to every person. Our calculation showed that if half of the people on the mailing list requested calendars (using the return card) we would break even. If fewer than half of the people on the list returned the sheet then we would save money on the total cost of production.

Only about one quarter of the people on the list requested the calendar. In some cases they sent us a note along with the card saying that the year before they had received four identical calendars from our computerized list. Now instead of waiting for computer-generated labels when the advertising coupons are received, the secretaries quickly type up a label which is placed on an envelope and a calendar is mailed out immediately. The return coupon is then sent to the computer centre where it is keypunched at their leisure and the list is used the next spring when the calendar is ready.

After we have mailed the new calendar in the spring those names are purged from the list. We assume that if they have not replied to our calendar either in the first year when we received their coupon or to the new calendar sent in the second year, then they really aren't interested in the program. Because of the announcement card system, it isn't necessary to compare our contact list on the computer with our student list. This would be a fairly difficult thing to do because the formats of the stored lists are not identical.

And so we redesigned our whole mailing package

All of this advertising and experimenting increased enrolment in our program. It also resulted in an increased expectation by the students. Originally ten cassette tapes in little plastic boxes were sent out along with a set of Xeroxed course notes, plus text-books. These were packed in a padded mailing bag and mailed. We hoped that the bag wouldn't burst on the way, that all of the tapes in the bag were correct, that we hadn't forgotten any and so on. But sometimes we had forgotten one or quite often the bag was torn when it arrived at its destination and the student didn't get a complete package.

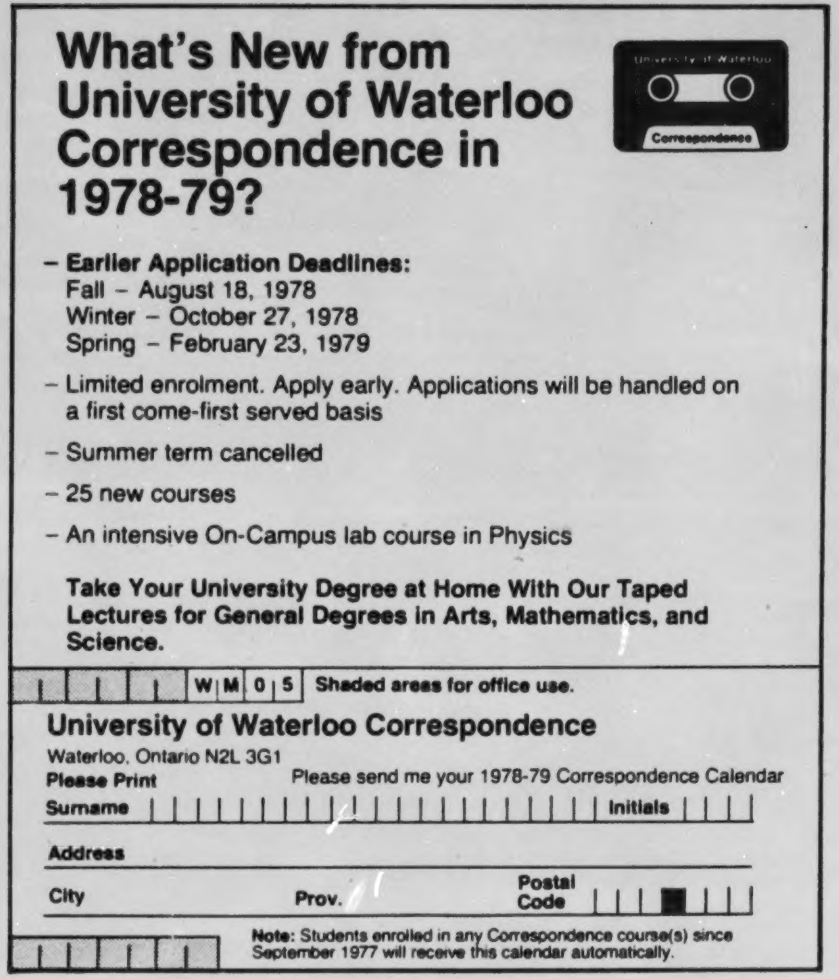
At that stage we decided to redesign our whole mailing package starting with the tapes and ending with the texts. We had a cassette album manufactured for us that holds 16 cassettes. The typical package contains one album holding 10 cassettes; there are six empty spaces that can be used for tutorial tapes which are sent out with comments, by the professor or a tutor, on the written work submitted by the whole class. We also send out Xeroxed notes which are now enclosed in a brightly coloured cover enclosed in a special mailing box which can also be used for returning the cassette album at the end of the term.

Textbooks are no longer mailed in padded mailing bags. Instead, we now use a power stapler and flat cardboard which is wrapped around the text. The edges of the cardboard are stapled, a system that is very effective at protecting the textbook in the mail. We have now switched from first class mail to parcel post because of this extra protection. The net result is a cost of saving.

Somewhere in this campaign we also discovered that mail order sales organizations can get extremely attractive rates when advertising in some of our national magazines. By accepting remnant spaces after the advertising deadline for the magazine has passed, these mail order sellers get a reduction of 40% on the cost of advertisements. We had a bit of trouble at the beginning getting the university recognised as a mail order seller, but when we threatened to withdraw our advertisements altogether from those magazines there was a quick change of heart on the part of their advertising managers. *We now often get a 40% discount by accepting remnant space and quickly designing an advertisment to fit the space available.*

Our advertising experience can be summed up in these statements:

1. Experiment, but keep strick records as replies are received.
2. Very small advertisments in national magazines do not work well. A larger advertisement is well worth the extra cost.
3. Magazines and other publications designed for a very narrow readership (e.g. trade publications, financial papers, etc.) are sometimes surprisingly effective.
4. Use reply coupons in the advertisement.
5. Respond quickly when the coupon is received.
6. Try to find out all of the advertising rates. Educational institutions often get a discount, but mail-order retailers usually get an even larger discount.
7. National (or international) magazines often have different advertisments in different parts of the country, so local advertising can often be done in these magazines.
8. Advertising is often more effective at one time of year than another.
9. It is sometimes cost-effective to repeat the same advertisment several times in the same publication.
10. It is often possible to get free publicity through news releases.



What's New from University of Waterloo Correspondence in 1978-79?

- **Earlier Application Deadlines:**
  Fall – August 18, 1978
  Winter – October 27, 1978
  Spring – February 23, 1979
- Limited enrolment. Apply early. Applications will be handled on a first come-first served basis
- Summer term cancelled
- 25 new courses
- An intensive On-Campus lab course in Physics

Take Your University Degree at Home With Our Taped Lectures for General Degrees in Arts, Mathematics, and Science.

W M 0 5 **Shaded areas for office use.**

University of Waterloo Correspondence
Waterloo, Ontario N2L 3G1

Please Print Please send me your 1978-79 Correspondence Calendar

Surname **Initials**

Address

City **Prov.** **Postal Code**

Note: Students enrolled in any Correspondence course(s) since September 1977 will receive this calendar automatically.

A recent advertisment with reply coupon designed for keypunching of data.

Note the cassette logo in the upper right hand corner. This symbol of correspondence courses at the University of Waterloo is a registered Trade Mark.

Come fly with me - using flying tutors to teach art and pottery.

Bruce R. Scriven,
Kelvin Grove College
of Advance Education,
(Australia)

Australia is, by world standards, an "empty country". With about the same area as the U.S.A. (excluding Alaska), it has 7% as many people. The state of Queensland (located in the northeast portion of Australia) has 22% of the area of Australia but only 14% of the population. Brisbane (the state capital and site of Kelvin Grove College) and the larger towns are as much as 1,000 to 1,500 kilometers apart from each other. This paper describes how "flying artists" have been used in one attempt to overcome the tyranny of distance.

The Australian Flying Art School (AFAS) commenced operation in 1974. It was part of an outreach program of a Brisbane, Queensland private art school established in 1971. The founder of this school was both a pilot and painter who saw the need for providing instruction in painting, and later pottery, at country centres.

Eventually he was able to write and establish an art course which comprised a set of 24 graded booklets. The books were to be used in conjunction with regular tutorial visits by artists to major centres of interest. It was envisaged that each student would receive four visits per year and three booklets per visit. Any beginning student could complete the course in two years.

After some years of rather haphazard operation, financial and administrative difficulties arose which ultimately led to the operation being taken over by the Kelvin Grove College of Advanced Education in January 1978. Since that time the name of the enterprise has been changed to the Australian Flying Arts School at Kelvin Grove and its administration has been the responsibility of a management committee. The day-to-day operations are handled by an executive officer and part-time secretary who work within the college's department of inservice and continuing education. This department also administers all external programs of the college. The actual tutorials of the school are conducted by two artist/pilots and two potters who visit various centres on a regular basis, currently four times per year.

Funding

Despite some unforeseen expenses, we are operating satisfactorily within the 1978 budget of $86,991.

This is the budget

Income

Queensland state government grant	$43,991
Australia government grant	$20,000
Fees (estimated)	$23,000
Total Income	$86,991

Expenditure

Salaries and Wages	$54,860
Aircraft Charter	$12,097
Accommodation	$11,696
Postage, telephone	$ 2,970
Miscellaneous	$ 5,368
Total Expenditure (anticipated)	$86,991

Naturally, we are grateful for the support of funding authorities, but *in the Australian context - and particularly in Queensland - this support for arts and crafts activities is not unusual.*

With the funds available, it has been (or will be) possible to provide the following services during 1978:

(a) Four "tours" to each of 22 active centres by both a painter and potter.

There are two routes - a northern and a western route. Each trip lasts about 16 days and calls at 10 to 12 centres. The time spent in each town usually depends on the number of students enrolled and varies from 1 to 3 days. Tours have been planned so as to minimise flying time (upon which costs are based) while at the same time reaching the greatest number of people.

Typical Tour Details -

	No. of centres visited	Flying Time	Distance Flown	Charter Costs
Northern	10	15 hr	3,930 km	$1,086
Western	12	11 hr	2,770 km	$1,055

Maintenance of the time schedule and early notification of arrival dates at the various centres are considered vital to the success of the operation. Some students travel up to 200 miles in order to attend the seminars!

(b) Production of a complete course in pottery involving the writing of 12 booklets to accompany tutorials. (Each booklet covers one tutorial; the entire course takes 3 years to complete.)

(c) Re-printing and some editing of existing art booklets.

(d) Advertising and general publicity.

(e) Surveys into future areas of need, e.g. jazz ballet, drama, music, and adult literacy.

(f) Administrative support services for related cultural activities.

Already the school has organised a series of textile workshops in six country centres. This was accomplished in one week using a bus and nine tutors, seven of whom were well-qualified college students. The venture was largely self-supporting. We now realize that we can provide a correspondence course in design and textile craftwork with the support of visiting tutors.

(g) Facilities for the showing of students' work in Brisbane, Queensland.

Evaluation and the future

The activities of the school, the effectiviness of its services and the reponse of its students are continually monitored by the management committee. The committee meets monthly to discuss issues, determine policy and provide improvements. It maintains regular contact with country centres and has a team of advisors from many community groups. These men and women represent all political parties, the Department of Education, the Department of Technical and Further Education, the Country Women's Association, the Secondary Correspondence School and the Potters' Association. This involvement of many groups has ensured a successful operation to date and has provided encouraging support which augurs well for the future.

There are some problems, however, which a venture of this kind produces. The following are some which continue to receive attention.

(a) Finances. The A.F.A.S. at Kelvin Grove can never be self supporting. Promise of funding for two or three years, rather than annually, would obviously assist planning and development.

(b) Reliance on only two artist/pilots could produce serious problems. Is it easier to encourage artists to become pilots or the reverse?

(c) How best to cater to the very advanced student. Also how best to cater to the new student who wishes to join an existing group at any time.

(d) Certification of students who complete either of the courses.

Doing it differently at the University of Waterloo: courses by cassette

Dr. James D. Leslie,*
University of Waterloo
(Canada).

In remote areas students need to hear the human voice, so the University of Waterloo (largest university - level correspondence program in Canada) tapes most of its study materials.

In recording a UW taped correspondence course, a professor speaks as he would in the classroom, calls attention to visual material in front of him, uses a pad of paper as he would the blackboard. Just how this works out (and why it succeeds) is described in the paper which follows.

When a professor prepares a UW taped correspondence course he sits at his own desk with a tape recorder, the formal visual material (texts, maps, pictures) and a pad of paper. We tell the professor to imagine that a student is looking over his shoulder. By talking into the tape recorder, the professor can direct the student's attention to material in the textbook, discuss the information on a slide, present some notes or work an example. The pad of paper plays the same role as the blackboard in a classroom, in that he can write notes or draw diagrams on it. Thus the lectures tend to be more informal, i.e. more in the style of a tutorial.

The distance education student receives copies of the lecture tapes, lecture notes and the formal visual material and can reconstruct the lecture in his own home.

We reject some of the traditional learning strategies. Instead, the UW strategies in distance education are the following:

(1) Courses start and end on *fixed* dates. During a course there is a *fixed* schedule of assignments. There is an examination scheduled on a *fixed* date at the end of the course. *We treat each student as a member of a class,* although that class is geographically distributed.

(2) We send *all* material (textbooks, lecture tapes, lecture notes, and assignments) for a term course at the start of the term. (But this is not unusual in many other places. Editor)

(3) We establish the level of difficulty of the course right from the beginning (instead of making the earlier lessons easier).

(4) Our professors (not "media experts") prepare and present their own course material.

(1) **We feel that it is much better to treat each student as "a member of a class" rather than as "an individual" for the following reasons:**

(a) A student needs some type of *norm* to be able to judge how well he is doing during the course. What does it mean if he receives a grade of 65% on an assignment? In total isolation such a grade conveys very little information. It is only when the student knows where that grade fits into the distribution of the grades on that assignment by the class, that he can tell whether it is a good, average or poor grade.

(b) When the feedback on performance is handled on a class basis, *the professor can emphasize common difficulties that the class is having with the material, and share questions that individual students have raised.* Students perform better when they know that other students are having the same problems that they have. They can profit from the individual questions raised, in that it might have been a question that they were puzzled about but had been afraid to ask.

(c) Treating the student as an individual can be very expensive, because each student has to be dealt with on an individual basis with respect to assignments, feedback, examinations, etc.

(d) Once one decides to treat a student as "a member of a class", then it is obvious that the class must start and end on fixed dates, assignments must be submitted on a fixed schedule, and the final examination written on a fixed date. We feel that the *discipline* imposed on a student by the need to *meet deadlines* is a *good academic feature* in itself. It is always possible to be flexible within the framework of a fixed schedule if a student has a good reason for requesting an extension on an assignment.

(2) **We send all the material for a term course at the start of the term for the following reasons:**

(a) It allows each student to judge how much work is involved in the course.

(b) It also allows each student to work ahead on the material without having to wait for a separate lesson package to arrive.

(c) Since the course material is organized into individual lectures, individual lesson packages are not required.

(d) It is much easier administratively to send all the course material at one time.

(3) **We establish the difficulty of the course right from the beginning for the following reasons:**

(a) Any particular course at university level has its own intrinsic level of difficulty. Each student should discover this level near the start of the course, rather than being lured on by easy lessons at the beginning only to find that they become more and more difficult as the course proceeds.

(b) If anyone discovers that he cannot cope with the difficulty of a course, this discovery is usually made within two weeks of receiving the complete course package. There is still time to switch to another course. Thus a dropout is averted. Our program has a dropout rate between 20% and 30%, in contrast to the much higher dropout rates (often between 60 and 90%) that are usually encountered in traditional correspondence programs.

(4) **Our professors prepare and present their own course material on tapes for the following reasons:**

(a) We feel that an experienced teacher will know where students have difficulty. He can prepare and present a course in our taped correspondence course format *by himself* since the method is very similar to the way the course is taught on campus.

(b) The use of "learning consultants" and "media experts" may produce course material which looks and sounds more "professional" than ours. But does the added effort and expense always produce better communication of the course content? We feel that a scripted lecture read by a professional announcer may not have the informality and enthusiasm of a lecture presented by a person who really knows his subject.

(c) The cost involved in preparing our course material is low. This means that we can operate courses with small enrolments, we can update course material when needed, and there is a reasonable course preparation time.

Components of a UW taped correspondence course

A one-term course consists of 20 forty-minute lectures recorded on C-90 monaural audio cassettes. We have found that most professors can cover more material in 20 forty-minute taped lectures than they can in the 36 fifty-minute live lectures which constitute a one-term course on campus, i.e. it takes less than half the time to cover the same material on a cassette.

Each course consists of 10 cassettes, with two lectures on each cassette. The cassettes are placed in a cassette album which can hold up to 16 cassettes. The remaining six cassette places are used for holding the tutorial cassettes which are sent out with comments by the professor or a tutor, on the written work submitted by the whole class.

The cassettes are loaned, not sold. Students pay a $25 tape deposit per term course. This is refunded when the tapes are returned in good condition at the end of the course.

Informal visual material is photocopied, printed copies of a set of notes supplied by the course professor are provided at no extra charge beyond the regular tuition fee. Students are allowed to keep them. Textbooks can be purchased through the correspondence program at the standard university bookstore rate. Some of the courses have additional resource material such as rock samples for an earth science course and a microscope and colour slides for a biology course.

Academic control

The UW correspondence program is operated within the existing academic structure of the University of Waterloo. This has the following consequences:

(a) The only courses offered in the correspondence program are degree-credit courses listed in the University of Waterloo calendar.

(b) These correspondence courses are offered by the same academic units that offer them on campus. Thus it is up to each academic unit if it wants to join the correspondence program.

(c) The quality of instruction in the correspondence program is determined by the academic unit. It has academic control of the course, i.e. choice of course content, instructors, academic standards, prerequisites, etc.

(d) The correspondence course format is viewed as just a different means of teaching a particular established course. The course content, admission requirements and credits given are exactly the same as for the on-campus version of the course.

Effectiveness of UW taped correspondence courses

We have not done a scientifically controlled experiment to test the effectiveness of our taped correspondence courses versus the on-campus version of the same course or correspondence courses using only the print medium. Our evidence concerning effectiveness has to be somewhat indirect.

(a) Students tell us that they like the taped lectures. They find that this makes the approach more personal and less lonely. They also like feedback being given on a class basis. They find that this gives them a much better idea of how well they are doing than just their graded assignments.

(b) Professors tell us that they like the fact that taped correspondence courses are very similar to the way that they teach on campus, so they don't feel that they are really doing anything very strange. Many professors feel that the correspondence version is *better* than the on-campus version of their course.

(c) The low dropout rate (20% to 30%), the large percentage of our students who return to take a second course, and the rapid growth of our own correspondence program all suggest that our approach to distance education is effective.

(d) The average marks earned by students in a correspondence course are frequently very close to the average marks earned by students in the same course on campus. In a few cases where there are noticeable differences, the grades of the correspondence class may be either higher or lower than those of the campus class in the same subject.

Conclusion

The cassette classes are just one way in which "we do it differently" at the University of Waterloo. Do not equate "different" with "strange". Basically, we are trying to make the distance education experience *as close as possible* to the on-campus experience of a regular student. Everything that we do is just based on a logical application of that principle mixed with a large dose of common sense!

References

Leslie, J.D. "University of Waterloo Correspondence," *Learning*, Vol 1, number 4, Spring 1978, pp 21 - 23.

Leslie J.D "The University of Waterloo Model for Distance Education", paper presented at the Symposium on Distance Education, September 5 - 6, 1978 at Simon Frazer University, Barnaby, British Columbia, Canada.

How can we best motivate students as a group and individually

Dr. M. Habeeb Ghatala,
Saudi Arabian educational
mission in the United States
(U.S.A.)

Correspondence programs should give students "what they want" in the beginning and then develop a desire among them (students) to seek "What they need".--- A study of young adults' sources of inspiration for success in post-secondary education in the United States showed that parents, teachers, friends, people admired by students ranked higher than high school counselors, religious leaders and others.... These and other observations are a sociologist's perspective on motivation. But see also the observations of Dr. Elizabeth S. Ghatala, psychologist.

The subject of motivation of students in programs of correspondence and distance education is complex and defies any simple theoretical answer. Administrators, teachers, course writers, and counselors play a major role in motivating student/s to begin participation and continue to perform satisfactorily in his/her often voluntary educational pursuit.

Motivation is a hypothetical construct. It is not directly measurable and it is something we infer. It is something within the individual, interacting with the environment, that we suppose arouses, directs, and sustains behavior (Ball, 1977). The vantage points from which a sociologist can discuss the best means of motivating students in correspondence education (CE) are as many and as varied as the reasons which initially motivated the student to enroll in the educational program. In addition, the diversity of personal, cultural, social, and economic factors, to mention a few, which influence the participation of students in CE further challenges the isolation of a single or a small group of means to motivate students in CE.

Sociological factors in motivation

It appears that the best approach to take is to focus on the most relevant and universal factors which motivate students to pursue educational activities in general and CE in particular in all corners of the world. Opportunities for better occupation and higher income are among the best motivating factors as these factors lead to higher social standing.

A host of research studies in both developing and industrialized nations have indicated that education is by far the most significant factor in achieving a higher socio-economic status. Thus, the challenge which educators face in societies committed to "equality of opportunities" is to overcome the most serious defects of social stratification. Lower class and working class youth lack motivation and awareness of opportunities that may actually be open to those with native ability.

Educators have the responsibility to develop among students the self-discipline needed to undertake such a demanding commitment with its reward years in the future. (Sociologists call this the deferred gratification pattern.) It must be realized that CE students do not operate in a vacuum, but their association with CE institutions is only one of the dozens of associations they have in daily life. So, the CE program should be tailored to the student's life and, if possible, become an integral part of his/her life.

Needed research in CE

The CE institution should have an active department of research engaged in both basic and applied research activities. Research should focus on the needs of students; qualities of a dedicated instructor; methods of organizing the body of knowledge to be presented to students; development of learning objectives, evaluation, feedback, encouragement, and motivation. There is an urgent need to research the traditional assumptions about CE students. Students currently enrolled in CE programs are sophisticated and appreciate a good instructional design and delivery system.

Each institution should develop a profile of its students. For example, even in highly industrialized countries, the stereotyped independent study student is someone who is isolated from other educational opportunities, homebound, pregnant, incarcerated, stationed at a foreign post and consequently involved in this last-resort form of education (Young, 1977). While these assumptions about CE students are no longer true in a majority of cases, a sound program of market research will give the correct profile of the present and potential students.

Marketing of CE programs

Once a survey of students' needs has been conducted, the institution should decide on the courses or program to be offered. Attention should be given to the levels at which the courses will be available to students, the cost and delivery aspects, the means through which the courses will be distributed, and the advertising methods to be used to motivate students to enrol in the academic offerings. The advertising schedule should stimulate the demand and mass communication means should be used for mass motivation. Direct mail, advertising through consumer goods, use of special mailing lists, and displays at points of purchase of common consumer goods can be sucessful means of motivating students to enrol in CE programs.

The central focus of the marketing program should be the improvement of student's socio-economic status through professional development. Institutions should make special efforts to make the CE program attractive by combining it with other media and formats. This approach will strengthen both CE and other forms of instruction (Wedemeyer, 1963). The programs should give students "what they want" in the beginning and then develop a desire among them (students) to seek "what they need".

Role of CE staff

The staff members engaged in CE can enhance student motivation by informing them of opportunities in their chosen subject matter areas and by developing a "career ladder" in individual areas of study. Dialogue between students and teachers should be encouraged because it motivates. A study dealing with a tutor in CE in Sweden failed to confirm the hypothesis that more personal and supporting comments would result in better student performance and a lower dropout rate. However, another study revealed that the work of the "correspondence tutor" was of crucial importance in enhancing student motivation (Baath and Wangdahl, 1976).

"Significant others" in motivation of CE students

A study of young adults' sources of inspiration for success in post-secondary education in the United States showed that parents, teachers, friends, people admired by students ranked higher than high school guidance counselors, religious leaders, and others. Nearly three out of four students surveyed mentioned parents as the first source of inspiration. Teachers were mentioned by six out of ten students as having played a role in their success in post-secondary education (Ghatala, 1970).

CE institutions should find ways to interpret their offerings to those people with whom CE students have the most contact. The approach would definitely motivate CE students because they (CE students) will receive encouragement and motivation from people who have significant influence on them.

A successful CE program employs multiple sources of motivation, includes many groups of people and uses a variety of practices. Any program of motivation must consider the basic needs of present and potential students while not ignoring the possible areas of improvement within the educational organization.

References

Bååth, John A., & Wangdahl, Agneta. *The Tutor As An Agent of Motivation in Correspondence Education*, Pedagogical Report No. 8, Department of Education, University of Lund, Swen, 1976, p. 27.

Ball, Samuel (Editor). *Motivation in Education.* NewYork: Academic Press, Inc., 1977, p. 2.

Ghatala, M. Habeeb. *A Study of Selected Adult Performances of Former 4—H Club Members and Non-Members from Ten Wisconsin Rural Communities.* Ph.D. Dissertation, University of Wisconsin, 1970, pp. 104—105.

Wedemeyer, Charles A. "Problems in Learning by Correspondence" in *The Brandenburg Memorial Essays on Correspondence Education-I,* C. A. Wedemeyer (Editor), Madison, Wisconsin: University of Wisconsin, pp. 46—54.

Young, Roger G. "Needs of Independent Study Students," *Continum.* September 1977, p. 14.

How can we best motivate students as a group and individually?

Dr. Elizabeth S. Ghatala,
University of Houston
(U.S.A.)

The role of existing knowledge, the role of student activity, and the role of text characteristics in motivating correspondence students are herein discussed from the psychological point of veiw. But see also the observations of Dr. M. Habeeb Ghatala, sociologist, on the same topic.

The topic of motivation of students in correspondence education (CE) programs can be dealt with at several levels. At one level we deal with personal, social, cultural, and economic factors which motivate students to pursue a program of correspondence or distance study. Considered at this level, the motivation of students depends critically upon the students' perception of correspondence study as a viable means of reaching goals such as a better occupation, higher income, greater self-esteem and self-actualization.

Motivation at this level can be enhanced by informing students of the opportunities in their chosen field and developing career ladders in individual areas of study, by carefully tailoring programs to match the career aspirations of students, and by marketing programs which emphasize the improvement of students' socio-economic status through personal and professional development.

We can consider motivation at another level, however. This is at the level of the individual student who is enrolled in a correspondence course because he/she perceives it as relevant to his/her professional and personal development, but who is now faced with the nittygritty of mastering the subject-matter of the course. At this level, consideration of these factors which influence students' learning performance is critical. Difficulties encountered in the day-to-day effort to meet learning objectives are certainly frustrating and could cause even highly motivated students to drop out. On the other hand, success in meeting learning objectives can sustain and even heighten motivation of students to pursue their studies.

The learning task in correspondence education

The acquisition of knowledge from text materials constitutes one of the major tasks of students at higher levels of education. In correspondence courses the reliance on writing text as the primary mode of instruction is even greater than in traditional educational programs. Learning in a CE course will thus depend to a large extent on how well the student can read, comprehend and retain information from text.

But an equal burden falls on the writer of CE courses since distinctive characteristics of a text, quite apart from the complexity of content, greatly influence what readers understand and retain from it. Research on factors influencing learning from text has been a focus of educational psychologists for many years. An understanding of the psychological processes involved in learning from text may provide a basis for assisting CE students to become more effective learners. This in turn will have positive consequences for motivation.

Learning from text

In contemporary psychological theory, comprehension of text is viewed as an active constructive process on the part of the reader (see, for example, Bransford & McCarrell, 1974). People do not normally store the verbatim message. Rather, the linguistic cues provided in the text evoke relevant existing knowledge structures which are then used to construct an interpretation of the text. In the process of constructing an interpretation of the passage, details may be "filled-in" and the message may be elaborated, based on information contained in the reader's knowledge structures. By this view, meaning does not reside in the text itself. Rather meaning emerges in the mind of the student as he/she attempts to fit an interpretative framework derived from existing knowledge to the text. From this constructive perspective, *learning from text is a joint function of students' existing knowledge, their study activities as they interact with text, and the characteristics of the text itself.* While it is interaction of these factors which determine learning outcomes, for present purposes they will be considered separately.

The role of existing knowledge

Comprehension depends upon having existing knowledge to which to relate the text information. By way of illustration, consider the following sentences:

> *The notes were sour because the seam split.*
>
> *The trip was not delayed because the bottle shattered.*

Most readers have difficulty in understanding such sentences even though the words are familiar and no grammatical rules have been violated. A click of comprehension usually occurs, however, if readers are given clues such as *playing the bagpipes* and *christening a ship.* The clues serve to evoke existing knowledge which provides the basis for interpreting the new information.

Given that text information is interpreted, organized, and retrieved in terms of existing knowledge structures, it follows that the student who lacks relevant knowledge is going to have trouble in learning the information encountered in the text. Careful pretesting to ascertain students' existing knowledge should be a feature of CE courses. Those students who lack relevant frameworks for assimilating course content can be given assistance in acquiring prerequisite knowledge through reading of appropriate lower-level texts, by special tutoring or by other means.

The role of student activity

Suppose that a student has the appropriate conceptual knowledge to which to assimilate the text. Under these circumstances, the student's activities while reading and studying play a large role in how well he/she learns from text. According to current conceptions of memory (Craik & Lockhart, 1972), memory is a by-product of perceptual-cognitive operations performed in analyzing the stimulus input. The durability of a memory is determined by the depth to which the input is analyzed or processed-- deep semantic processing is associated with higher retention than is processing at a shallow perceptual level.

Various levels of processing are possible as an individual interacts with text. A very shallow level consists of decoding or recognizing the words of the text. If processing stops at this point very little will be retained from the text. A deeper level of processing involves orderly analysis of the text, and a still deeper level involves constructing a semantic interpretation of the text by adding the elements of the text onto existing knowledge.

Still deeper levels of processing (and subsequent higher retention) are possible, however, depending on the extent of the learner's deliberate attempts to elaborate, fill-in, or enrich his/her semantic representation of the text. Study activities such as imaging the contents of a passage, paraphrasing, and answering questions which are known to enhance learning and retention (cf., McConkie, 1978) may do so because they lead to further elaboration of the meaning of the text in the mind of the student. Other activities such as outlining, summarizing, and note taking may also lead to deeper comprehension for the same reason.

One reason why some students may not learn as effectively as others is that they may not utilize effective, comprehension-enhancing study strategies. Research on the teachability of such strategies is proceeding with promising results (Dansereau, et.al., 1975). Given the importance of study strategies, it would be desirable for CE instructors (assuming they have knowledge of this fast-growing body of research) to ascertain the typical study methods of their students in order to provide students with suggestions for improving their learning effectiveness.

Role of text characteristics.

Unless text is potentially meaningful, the students' processing will naturally stop at a shallow, non-semantic level. The potential meaningfulness of a text, as we have seen, depends upon the background of the reader. Thus, it is important that materials be chosen with careful consideration of the knowledge and interests of students. However, texts which are potentially meaningful in the above sense can vary in the ease with which they can be comprehended and retained by students. Complexity of structure is an example of a dimension along with meaningful texts can vary. Complex structures may divert the student's limited processing capacity away from semantic analysis. Simpler constructions do not require as much learning effort.

Potentially meaningful texts may also vary in the degree to which information is explicitly stated or must be inferred by students. While, as alluded to earlier, there is no such thing as a completely explicit text requiring no cognitive input from the reader, some texts are highly explicit while others require the learner to infer much of the information required to construct a sensible interpretation. It seems reasonable to suppose that text at either extreme would support less learning than texts in the middle range. That is, an extremely explicit text is likely to be so detailed as to bog down the reader, whereas a text that is extremely cryptic may not provide sufficient cues to existing knowledge structures. An overly explicit text is likely to provoke boredom; an overly cryptic text is likely to provoke frustration.

Text of medium explicitness might well be optimum in that they provide enough information to evoke relevant knowledge structures in students yet they require some inferring and perhaps problem-solving activity on the part of the learner. A good mystery story is an example of this latter type of text. Such texts provoke high interest in students. The development of instructional materials for CE courses which will support efficient learning requires CE course writers to be aware of these and other characteristics (such as cohesion and organization) of text which influence learning.

In conclusion, the thesis of the present paper is that it might be useful to view effective learning as a factor in enhancing students' motivation. The effective learner in CE courses is one who can independently acquire information from written text. Assisting students to become more effective in this task should be a primary goal of correspondence educators.

References

Bransford J. D., & McCarrell, N.S. A Sketch of a cognitive approach to comprehension: some thoughts above understanding what it means to comprehend. In W. B. Weimer & D. S. Palermo (Eds.), *Cognition and the Symbolic Processes.* Hillsdale, N. J.: Erlbaum Association, 1974.

Craik, F. I. M. & Lockhart, R. S. Levels of processing: A Framework for memory research. *Journal of Verbal Learning and Verbal Behavior.* 1972, *11,* 671-684.

Dansereau, D. F. et.al. Effective learning strategy training program: Development and assessment. Technical Report (AFHRL-TR-75-41) of the Air Force Human Resources Laboratory, Technical Training Division. Lowry Air Force Base, Colorado, U.S.A.

McConkie, G. W. Learning from text. In L. S. Shulman (Eds.)*Review of Research in Education,* Itasca, Ill.: F. E. Peacock, 1977.

Some critical questions about counselling the distance learner

Ian McD. Mitchell,
Adelaide College of Advanced
Education (Australia)

Here we have a quick sketch of some of the more controversial issues in counselling and mention of other areas in which little has been done or little documented.

Counselling is seen broadly as information-giving, advice-giving, guidance, counselling per se and therapy. The critical questions raised in this paper should lead to lively discussion and a new commitment to professional improvement.

Is counselling only a concern of Western education?

Perhaps a fundamental question for conference participants is the one above. Ananda K. Coomaraswamy, writing in the late '40s, raised awkward questions concerning the "uncivilised" peoples of the world and the assumption of those who imagine that the wisdom of the printed word exceeds that of oral tradition. Western education has arisen from a tutorial/lecture context and later, with the development of the printed press, knowledge was available also in a mass-produced form. This gave rise to correspondence education.

Has the wheel gone full circle, so that now we are making strenuous effort to develop face-to-face contacts—of which "good" counselling is but one facet? Are we, in part, reverting to an oral tradition? Thus it is to those who come from cultures rich in oral tradition that we look for an answer. India must be one of the best places in which to ask the question. Is counselling an area of concern in those countries which are not Western or in which Western education is not practised?

What are the various descriptive words associated with counselling?

A salutary experience may occur when the distance learner responds to our pompous question. "Do you seek counselling?" He may cheerily answer: "Oh no! I just want help with a problem". What can or does counselling embrace? Who defines it; the counsellor or the client?

It is seen variously as a friendly chat; a helpful word, information-giving, advice-exchange, guidance, counselling per se, therapy (in its various forms), teaching (in decision-making processes and study techniques etc), interpersonal interaction, body language, "red-tape" cutting. Whenever two or more people relate, counselling may occur.

For the professional counsellor (i.e., one who sees himself as a person facilitating development) counselling tends to cover the range of:

(a) ***Information-giving.***

There is a precise answer to the question : "What is the phone number of your office?"

(b) *Advice-giving.*

"You should contact the Academic Secretary". This category is offered with much reservation, but it highlights the question of how often a counsellor should use "should". The earlier phrase, 'advice-exchange', was listed to draw attention to the fact that the client may finally advise the counsellor that he should not say "should" so often.

(c) *Guidance.*

"What subject options are open to me?" may generate a reply listing five alternatives. Guidance assumes the person is capable of making sound decisions, so focuses on capacities, aptitudes, interests, aspirations and achievements, as the client moves towards a decision.

(d) *Counselling per se.*

This is the area where the client's decision-making capacities are clouded by affective issues such as frustration, confusions and conflicts. The decision-making still rests with the enquirer, but the counsellor helps the enquirer to recognise the clouding affective pressures and helps him to negotiate them while reaching coherent decisions.

(e) *Therapy.*

This area focuses on the needs of the client (often called patient in this instance) whose thinking capacities are seriously impaired by emotional constraints. "I can't think straight; I'm so overwhelmed by anxiety" might be a typical patient statement.

Who counsels the person with the need (in our case, the distance learner)?

The counselling role is open for fulfilment by anyone whom the needy one indentifies as a potential source of assistance. Initially, the initative rests with the one with a perceived need. Unfortunately, in many cases, he has not the wisdom (and/or the emotional equilibrium) to be aware whether or not he has received totally correct assistance.

The one with the need may approach a spouse, a neighbour, an "educated" person, a local school official, an educational institution administrator, an academic etc. Still, there is no guarantee that the counselling offered is adequate.

A sharp-tongued junior office assistant may speak on academic matters with the assurance of a professor....and give quite incorrect information. A professor may offer information from his store of learning....but the message may not be understood because it is accompanied by an icy glare which conveys a dominant message of utter impatience.

The fact that counselling may be available from many sources makes it hard to establish a comprehensive counselling service and to train people for a specific role of counsellor.

Furthermore, since counselling is an interactive process, the counsellor inevitably generates his own needs for rehabilitation and refreshment and to whom does he go?

How are counselling roles to distance learners distributed?

The informal friend, spouse, neighbour roles are outside the official concern of distance education institutes. But all staff should endeavour to be friendly, "loving" and neighbourly. Some institutions deliberately employ local representatives who both know the rules and regulations of the institution and, more importantly, the customs and habits of students in their local communities.

Some institutions go to great pains to ensure that school headmasters are at least familiar with (and well-supplied with) information to advise people. Similarly, receptionist-type staff within the institution may be well-briefed. But subtle attempts at least, and sometimes blatant directives, are designed to discourage such people from attempting to engage in guidance and beyond.

The guidance and counselling areas are handled more by the professional counselling staff of the institutes; while the therapy needs are normally referred to specialist resources elsewhere, maybe in the institution but probably in the community at large.

This distribution cannot be rigidly enforced. Occasionally a pleasant receptionist can be very therapeutic for a student in need; frequently a professional therapist conveys information.

What are the counselling needs of the distance learner?

Almost by definition....they are infinite. There is no physical or psychological limit to distance. There is no affective or cognitive limit to learning.

It is salutary to search the literature and discover that virtually nothing has been written specifically about the needs of the distance learner. But studies on the needs of adult learners, non-traditional learners, part-time students. women, minority groups cast some significant light into the area.

Do 'teachers' of distance learners have counselling needs as well?

If they are human, yes. (Whether Swedish computers have needs is a question to be resolved elsewhere!) The "teacher" has his own needs for advice, guidance, counselling, therapy. In fact, his emotional needs may be aggravated precisely because he is assumed to be so cognitively competent.

To operate in the distance learning mode exposes, for all to see, the real academic worth of the academic. Incompetence (and competence to a lesser degree) in methodological skill may conceal the essential content capacity of the academic, thus giving rise to all sorts of anxieties. There is the pressure to publish profound material, to convince academic peers that the academic is a worthy member of their company. If the correspondence course materials go out unrevised the teacher has to suffer the embarrassment of a disastrous student withdrawal/failure rate.

The student has the anxiety of submitting assignments; the teacher has the anxiety of wondering if they'll come, when they'll come and their quality. In distance education he is being "examined" as well as his students.

Issues such as learner autonomy pose potential threats to academic staff and therefore, maybe, academics themselves should be seen as a special category of distance learners - with a need for counselling services.

To whom do counsellors owe their loyalty?

Counsellors (i.e., people held responsible for the competent exercise of their role by their employing body) are often caught in a conflict of loyalties. There is the loyalty to themselves, i.e., their perception of their role. There is the loyalty to their clients, whose well-being they seek to promote. There is the loyalty to their collegiate community. And arising out of this, is their loyalty to their employing institution or authority.

Counsellors may feel honour-bound to counsel a potential student not to enrol in the counsellor's own academic institution and, indirectly, in seeking the client's well-being, he "bites the hand that feeds him". Because of repeated client experiences, the counsellor may recommend that a member of academic staff be withdrawn from a distance education teaching position. Because of his awareness of student deprivation, he may feel constrained to agitate strongly against a proposed distribution of institutional resources. Who supports the counsellor in these circumstances and shares the stress of the conflict? When it is necessary, who counsels the counsellor?

Some institutions clarify these issues by having the student body employ the counsellor. Others resolve it by establishing the counselling role through financial support independent of student (learner) or academic/institution (teacher) resources.

In the main, since counsellors are usually financed by institutions, they are to that extent compromised in the exercise of their role.

Do institutions accept the counselling role as administratively and financially desirable?

The answer to this question is conditioned both by the professional emergence of the role of counselling and by the commitment of the institution to the practice of distance education.

The function of counselling has not been recognised until recently as a separate role. Institutions now make brave claims about counselling as a "vital activity" of the institution and about the "total development" of the student etc. But all too often counselling is offered by a harassed administrator or pre-occupied, busy academic. Occasionally, one finds counselling offered by a professional counsellor to 1000 distance learners as well as 3000 on-campus students. In other instances counselling services are marshalled in the enrolment period then abandoned for the rest of the year.

Where institutions have a sole or predominant interest in distance education there is much more likelihood that counselling services will be seen as essential. But this does not necessarily mean that professional personnel with that specific brief will be employed.

It seems that in current times of stand-still budgeting, counselling services often feel the first impact of economising. One could argue the reverse case. Since the whole system is under stress, counselling services are even more needed.

The other quaint dimension of this issue is that most professional academic and administrative institutional staff see themselves as competent counsellors. In times of financial stringency, they question the need for professionally-trained counsellors. Have you ever met a staff member of an institution who admits : "I am a bad counsellor"?

What are the pre-requisite skills of a counsellor and how are they acquired, if lacking?

A person becomes a counsellor only if someone sees him as an resource capable of satisfying a need. To that extent, a client identifies and qualifies his own counsellor.

In the matrix of characteristices which constitute a personality, a certain galaxy at an appropriate time provides a perfectly complementary counselling environment on that occasion. On the very next day the client may by-pass the same counsellor. Counselling occurs in an existential context. The client and the counsellor are now one day older and aspects of the circumstances of the previous day are lost in Nothingness. A paper on consultation (whose author remains unknown to me) contains an appropriate summary :

(a) The *consultative relationship* should be voluntary, temporary, supportive and disciplined.

(b) The *consultative process* may involve a reflective function, a diagnostic function, a suggestive function.

(c) The *consultative role* calls for qualifications of being wanted, helpful, informed, objective, trained, supportive, unconflicted, available.

(d) The *consultative skills* include listening capacity, empathy, flexibility, confidence, objectivity, mutuality, support, experimentation, timing awareness, orientation.

Of course, one of the protracted dilemmas of the counselling profession is that often counsellor development programmes, while enhancing certain skills in trainee counsellors, *subtly destroy many of the qualities which initially marked out the trainee as "good counsellor material"*. Perhaps the fundamental point is that the "good"counsellor is a"whole person" as described by Carl Rogers and L.E. Tyler, but there have been many writers in very recent years who have challenged the positions of both of the above.

I know of no association or institution which provides a comprehensive development programme for distance education counsellors. Once again, we would benefit from a gathering of experience in this area.

Conclusion

I conclude by reiterating that this paper is not intended as a major definitive paper; rather it is meant as a basis for discussion. The serious reader is referred to the major study by Ironside and Jacobs and a miner study by Thornton and Mitchell for access to further resources.

Selected Biographies

Beamish, E. et al *Learning Consultant Handbook* (Regional Learning Service of Central New York, Syracuse University, 1974.)

Blocher, D *Developmental Counselling.* (N.Y., Ronald Press, 1974.)

Cross, P.K. & Zusman, A. *The Needs of Non-Traditional Learners and the Responses of NonTraditional Programmes.* (National Institute of Education, Washington, 1977.)

Davison, J "Educational Counselling in Academic Studies". *British Journal of Educational Technology*, n. 5 (May, 1974), pp 4 - 14.

Glick, B. (ed) *Counselling and Personnel Services in Adult Education.* (ERIC Clearing House on Adult Education, Syracuse University, New York, 1976.)

Heffernan, J.M., Macy, F.J., Vickers, D.F. *Educational Brokering : New Services for Adult Learning.* (Syracuse, N.Y., N.C.E.B., 1976)

Ironside, D.J. and Jacobs, D.E. *Trends in Counselling and Information Services for the Adult Learner.* (Ontario Institute for Studies in Education, Toronto, 1977.)

Moore, M. G. "Learner Autonomy : The Second Dimension of Independent Learning". *Convergence,* Vol. 2, 1972, pp. 76 - 87.

Shertzer, B. and Stone, S.C. *Introduction to Guidance : Selected Readings. (Boston, Houghton, Mifflin, 1970.)*

Thompson, C. and Jensen, D. *Community-Based Education Counselling for Adults.* (University of Wisconsin, Madison, 1977.)

Thornton, R. and Mitchell, I McD. *Counselling the Distance Learner : A Survey of Trends and Literature.* (Adelaide, Adelaide C.A.E., 1978.)

Tyler, L. E. *The Work of the Counsellor.* (Appleton-Century-Crofts N.Y., 1953.)

New trends in correspondence education*

Ripley S. Sims,
University of Wisconsin
(U.S.A.)

This report is based upon an inquiry into the policies, principles, and practices in correspondence educating processes worldwide. The study was made under the auspices of the International Council on Correspondence Education (ICCE), under the terms of a contract with the United Nations Educational, Scientific, and Cultural Organization (UNESCO). It provides information and data on current practices worldwide with the hope that policy-making authorities wishing to do so will find in such practices helpful suggestions for the introduction of correspondence educating processes into their own education system. It also provides information and data on trends and developments in the utilization of newer communications technologies for a larger audience of educators with primary responsibilities for the ongoing correspondence educating processes in their institutions or societies.

These objectives required that the researcher perform three vital operations: obtain current reliable information and data on ongoing correspondence educating processes worldwide; surveying the literature on correspondence educating processes and on subjects related thereto; and analyze results, pointing out implications in a final report. The task for this inquiry turned out to be enormously difficult, but here is a summary report!

It is a basic thesis of the inquiry that every sentient or healthy individual human being can and, more often than not, does learn in an exceedingly wide variety of learning situations, formal, informal, or non-formal; that the manner of learning is unique with the individual; that the contrived learning environment of the education system constitutes but one of the many learning opportunities afforded in the society at large; and that the more complex the society, the greater the variety of learning opportunities.

Within the context of this perspective, the correspondence educating processes are integral to the total contrived educating processes of society. Since it is

---

This paper is the first publication of a study jointly sponsored by ICCE and UNESCO. For that reason it is not subject to the space restrictions which apply to other papers in volumes 1 and 2. - Editor* integral, the scope of the correspondence educating processes is the same as that of the total educating processes in a society. This does not mean that the learning tools and subject matter in the correspondence educating processes are identical in every case to the tools and subject matter for learning in the total educating processes. Presently, this is not the case in any nation. What is meant here and throughout the report is that 'correspondence educating processes' and 'conventional educating processes' are merely convenient labels for designating different strategies for the accomplishment of the **same end in view, i.e., learning by the individual human being.

Education, by whatever means for whatever purpose, is for the individual human being, since only the individual can learn. This "learning by the individual as the end in view in education" is by far the most often repeated theme throughout the report. It is the cohesive concept of the report.

The conceptualization of the correspondence educating processes as integral to the total educating processes is a natural outcome of focusing attention on the end in view rather than on the means in educating processes. This focus frees the education strategist to provide the learning environment by whatever means required to enable the individual learner to acquire meanings, significances, habits and attitudes meaningful and valued in the society.

The report seeks to identify and analyze concepts and technologies

The report eschews the procedure whereby a catalog of institutions with correspondence educating processes is compiled in a tidy but relatively ineffectual manner. Each institution has its situate in the society in which it exists, and its infrastructural arrangement has only limited relevance outside its situate. Instead of the catalog approach, the report seeks to identify and analyze concepts and technologies, and to suggest practical implications from which it may be possible to draw inferences useful for adaptation in a variety of societal situations. This latter approach is much more difficult and is only partially realized in this report. The total response to the in-depth questionaire was less than would be expected normally in a more routine type of inquiry. Further, it became clear as responses were received that many workers in these strategies of educating processes are not organized in a manner that facilitates giving meaningful answers to a lengthy, complex inquiry into some of the processes involved. Even so, the responses combined with the literature on the subject provide sufficient information and data for the perspective of the report to be different from that of cataloguing profiles of institutions. Chapters 1 through 5 of the report provide the background framework of the inquiry, as gleaned from a survey of related literature. The literature bearing directly on the subject of the inquiry is included with the findings in the remaining chapters of the report.

The broad goals and specific objectives of education systems vary over an indescribably wide spectrum, not only from nation to nation, but also within the nations as well. It is clearly beyond the terms of references for this report to inquire into the overall educational activities of the nations involved in the study. The correspondence educating processes of a society, however, cannot be addressed meaningfully in a vacuum, since these processes are integral to the total educating processes of society. Thus it is that the overall educational activities of the societies involved are pertinent, in order to put the report in proper contexts. In view of this, there are certain basic questions which do not surface in the report for explicit answers, but which are nevertheless implicit as the substantive source in which a report of this nature is rooted and from which it gets its meanings.

For example, one such question equally applicable in every society, whatever its political, economic, social, or ideological persuasion is typified by the question raised by Bruner (1961): "What shall we teach and to what end?" (p. 1). Both the broad, long-range goals and the specific, short-range objectives depend ultimately upon the answer the society gives to this type of basic question.

Other examples of basic questions implicit in an inquiry of this nature are represented by those raised by Thut (1964) on the overall aspects and purposes of educational activities in a society: "The primary question to be kept in mind is what the educating society hopes to achieve through its educational activities... A second question asks what forms of administrative controls are thought necessary to make sure that the educational system will play the role it has been assigned. A third question . . . asks the nature and number of institutional programs and instructional programs that are employed to achieve the ends sought. . . . Finally a comparative study . . . should ask what types of opportunities, and how many opportunities, are provided for what classes of individuals."

These and other questions in a similar vein can be answered only in terms of the underlying educational philosophy of a society; or, indeed, of the underlying philosophies, since a society may have more than one set of guiding principles for its multivariate educational activities. On a worldwide scale, educational philosophies run a gamut as wide as the diversities of human societies. While any attempt to discuss these and other basic questions is clearly beyond the scope of and competence for this inquiry, it would be foolishly unrealistic to carry on the discussions of topics pertinent to the inquiry as if the basic questions did not exist. They do exist, and the report of the inquiry is made in that context, although, as stated, the questions are not raised explicitly in the report.

Divergent educational philosophies

Quite obviously, divergent educational philosophies in human societies affect the practical educational activities in the societies. In some societies, there is an espousal of the 'freedom to learn' concepts of Carl Rogers, for example. At another point along a learning continuum, the concern for learning is expressed best, and perhaps somewhat more pragmatically by quotation from John Amos Comenius, author of the **Great Didactic:**

"It is a common complaint that there are few who leave school with a thorough education, and that most men retain nothing but veneer, a mere shadow of true knowledge. This complaint is corroborated by facts . . . ."

"I maintain that a method can be found by means of which each person will be enabled to bring into his mental consciousness not only what he has learned, but more as well; . . .and, at the same time, wyll be able to pass sound judgment on the objective facts to which his information refers." For some sections in many societies the didactical approach, with its emphasis on methods as distinct and separate from subject matter, provides the guiding principles in the teaching learning processes. This contrasts sharply with the sections of other societies in which, in accordance with John Dewey's philosopy, "The method of educating cannot be separated from the materials used; method merely states the way in which certain outcomes or products are effectively obtained." These two examples have been chosen for their wide diversity of points of view. There are of course many others which might have been used to illustrate different philosophical approaches to the teaching-learning processes.

There appears to be a trend, gradual though it is, in which the concepts of lifelong education are emphasized. This trend is discussed in more detail throughout the main body of the report. These basic concepts are not entirely new, since they were expressed by educational philosophers of an earlier day. For example, Whitehead (1949) stated that "We have to remember that the valuable intellectual development is self-development" (p. 13). And John Dewey (1916) assumed "That the aim of education is to enable individuals to continue their education. . . ." Both of these earlier-day statements include concepts which are slowly gaining in the thinking and planning of educational programs in a growing number of human societies.

Ossian MacKenzie, et al., observe that two of the weaknesses of the correspondence educating processes are "a faulty concept of education. . . and relatively naive conceptions of instruction as a technical process." It is one of the assumptions of this report that with the growing understanding of how learning conditions can be improved, with the spreading recognition that open learning can and does work, and with the gradual but steady blurring of lines of demarcation between so-called contiguous and non-contiguous learning environments in deference to the common end in view, the faulty concept of education' and the 'naive conception of instruction' in both correspondence and conventional education will be addressed head on. The common purpose of the educating processes, i.e., to facilitate learning by an individual human being, will then come clearly into focus. As this occurs, the convenient labels for strategies, such as correspondence and conventional, will be of less importance; the substantive outcome of how the learner learns how to learn will be of primary concern.

The target audience and requirements

Educational authorities at the policy-making level who may wish to formulate their own policies and procedures for correspondence educating processes constitute the prime target audience for the inquiry. In addition, that the aspect of the inquiry relative to the current uses of new communications technologies is to be of particular interest for correspondence educators who may wish to explore additional information on this subject. Thus, the audience is primarily at the policy and decision-making levels.

The overview perspective needed for policy-making purposes imposes on the inquiry certain requirements different from those encountered normally in studies targeted for the correspondence education professional. The policymaking perspective requires an emphasis throughout the inquiry on such overall factors as may be relevant for **authorizing** as opposed to administering and operating, correspondence educating processes. Two or three examples of what the perspective does and does not require can make the matter somewhat clearer.

The policy-making perspective does not require the preparation of another primer on 'how to do it' for beginning practitioners. This would not only be inappropriate, but it would be an obvious and needless duplication of work already accompished competently by many others. The perspective does require that the foundations and frames of references be broadened to provide a base suitable for **authorizing** the creation and support of correspondence educating processes. This crucial requirement is mentioned twice again in this statement in different contexts.

The perspective does not require a lengthy reduplication of fixed or set 'models' or highly parochial 'case studies,' many of which have been well prepared and frequently reproduced elsewhere. The perspective does require that an attempt be made to concentrate on such dynamic aspects as determining needs and goals, organizing, operationalizing, researching, and evaluating correspondence educating processes, from a policy-making viewpoint.

As a final example, the perspective does not require an endless recital of statistics on enrolments, completions, drop-outs, etc.,in various human societies around the world. These statistical data are parochial in nature, and, as such, are often readily forgotten. The policy-making perspective does require that close attention be paid to cost-benefit data *and* cost-effectiveness aspects relevant to creating and sustaining correspondence educating processes.

The example of requirements given above, together with others, characterize the nature and scope of the policy-making perspective for the inquiry. Quite obviously, the requirements involve elements which demand time, resources, and competency far beyond the recognised limitations of this initiatory effort. On the other hand, there is an enormous reservoir of information and data, worldwide, based upon practical experience with correspondence educating processes, and this background knowledge could provide a sound basis for some of the policy decisions on the desirability, feasibility and efficacy of the processes for certain types of educational needs and contexts. This is the rationale for the inquiry.

The terminology and trends

The phraseology "correspondence educating processes" used throughout the inquiry is obviously an arbitrary reference to any of a plethora of other labels being used currently for the concepts involved. As this audience well knows, correspondence education at present is seeking to find its way out of a labyrinthine identification crisis. The perplexity of this situation imposed a demand for a prompt, practical resolution which would reflect the dominating points of view of the inquiry. This latter requirement eased the problem of choice considerably. Correspondence education is *not viewed in the inquiry as something different from education; it is education.* To reason otherwise constitutes a contradiction in terms. Education is viewed in the inquiry as a subsystem of society, with correspondence education integral to that subsystem.

The educating processes of the integrated education subsystem include a great variety of strategies for widely differing teaching-learning situations. Correspondence educating processes constitute one group of strategies within the on-going educating processes of the society.

An inherent assumption of the correspondence group of strategies is that the learner will be at a physical distance from the teacher. Therefore, provision for communication over the distance between the learner and the teacher is a distinguishing characteristic of this group of strategies. Thus, it is the *means of communication* that is characteristically unique about the correspondence group of strategies. In all of the other three elements in a teaching-learning situation--learner, teacher, and substance for learning--the correspondence group does not differ *inherently* from other strategies in educating processes.

It is from these basic points of view of the inquiry that the phraseology "correspondence educating processes" is derived. The phraseology denotes the separation of the learner from the teacher in teaching-learning situations; it integrates correspondence with mainstream educating processes; and it connotes the dynamic, as opposed to the static, qualities involved.

The integration of correspondence with mainstream educating processes adds new dimensions not included normally in discussions of correspondence educating processes per se. In view of this, it is recognised that this integrative approach requires the introduction and exploration of topics which, for some readers, may appear to be extraneous to the subject at hand. These topics include, for example, a focus on learning, education in the society, education institution building, and cost-benefit/cost-effectiveness aspects of education, all of which are discussed in the synthesis in varying degrees. The inclusion of these and other topics serve to broaden the foundations and frames of references, alluded to earlier in regard to the requirements for policy-making purposes. In addition, however, there is a gradual but nonetheless recognizable trend away from attitudes which separate contiguous and non-contiguous learning environments into hard categories, each confined to its own sphere of strategies and influencing factors.

A shift to "the learner learning"

The shift appears to be from an emphasis on the teacher teaching to the learner learning. In line with this shift is the trend in the direction of a de-emphasis on the time, place, and fixed methods for learning in favor of learning competence and performance after learning takes place, by whatever means. Further, certain attitudinal changes are indicated by the increasing efforts in a number of societies to provide learning opportunities for larger segments of their populations, regardless of the age or circumstance of the learners. While these and other attitudinal changes and trends are not very widespread, there can be no misreading of the growing awareness of the concepts embedded in such abstractions as open education and open learning.

Concomitantly, there is the requirement to broaden the foundations and frames of references to include, among other things, clientele differing widely in social background, education, aspirations, age, learning styles and requirements for time, place, methods and other learning environment conveniences. As this awareness spreads, as appears to be the case, the attitudes which heretofore resulted in hardening of the categories can but be reversed and yield gradually, if grudgingly, to the softening influences of current trends, in which the line of demarcation between contiguous and non-contiguous learning opportunities becomes increasingly blurred.

Cost considerations in correspondence educating processes

In the traditional sense, for both educators and the general public, the "image" of the educational system usually consists of all the formal educational institutions within the system. Further, the "output" of the constituent institution is looked upon generally in non-quantitative terms, i.e., education is regarded as a means for the individual to acquire meanings, significances, habits, and attitudes of positive value and good in the society. Essentially, these are qualitative outcomes of the educating processes. With increasing frequency, however, one encounters a more quantitatively oriented body of literature in regard to the cost and benefits of education. The language in this body of literature is largely that of economists who produce much, if not most, of it.

Thus it is that such economic terminology as investment in education, cost-benefit, cost-effectiveness, rate of return, human capital, and other terms more familiar to economists than to educators are found in much of the literature on educational matters, particularly with respect to educational planning. This language could appear to be veritable "Tower of Babel" to those whose pattern of thought is more accustomed to the qualitative aspects of education, than to the economic "profitability" benefits of education.

Nevertheless, the financial squeeze is on everywhere, and the trend to quantify the benefits of education wherever possible is not likely to abate. On the contrary, the trend will in all likelihood increase with the universal rising expectations for educational opportunities, coupled with the increasing unit costs in education. Thus, without some knowledge of costing techniques, it would not appear possible to make rational policy decisions about the future.

It is well known among professionals that the concepts and terminologies useful for economic transactions in the commercial market place may not be applied without modification to the field of education. At the same time, however, professionals recognize also the importance of costing out educating processes on the basic principle that the cost of doing one thing is at the cost of not doing something else in education. Costing out educating processes provides one basis for making choices among alternatives. But detailed costing of educating processes is a complex and difficult task. It involves not only the modification of concepts and terminologies borrowed from economics, but it requires as well a clear delineation of such elements as the unit for costing, the scope of educational costing, capital and recurrent costs, burden on the national economy, financing priorities, and period costing, among others.

Thus it is that when these economic concepts are brought into the field of education they give rise to certain problems because of the inherent nature of the educating process itself. For example, to use the jargon of economics again, even though the educating system is a producer of a public service, i.e., education, it is nevertheless true that this public service is not sold by the producer (the system) to the consumer (the learner) as an ordinary commodity of commerce is sold.

The educating processes within the system are designed to produce a wide variety of outcomes for the learners; some of the outcomes are quantitative and others qualitatative. Further, learners have widely differing objectives and purposes for participating actively in the educating processes. Thus, what a given learner acquires from the educating system may differ significantly from what some other learner acquires, or may even differ somewhat from what is offered in the system. Thus it is, to conclude with the jargon of economics, that *the buyer(the learner) doesn't acquire, necessarily, what the seller (the system) sells.*

While on rare occasions an in-depth inquiry into the cost of an existing correspondence educating system has been made, there is no instance known to the present inquiry in which the costs of correspondence educating processes have been subjected to rigorous scientific research. In general, the available literature on the subject portrays a pattern in which the costs of correspondence and conventional educating processes are compared. Also in general, the normal conclusion is that correspondence is less costly than conventional educating processes. (Some professionals, however, take issue with a blanket statement on this for **all** circumstances.)

One rather obvious weakness inherent in the "comparison pattern" relates to the fact that the vast majority of correspondence educating systems under government auspices are parasitic on the conventional systems concerned. This is to say that correspondence benefits financially from the existence of the conventional educating system.

While the parasitic nature of most correspondence educating systems included in the present inquiry does not mean that their "hidden" cost is more than that of conventional systems, it does mean that correspondence systems *would be more expensive than they are if they had to exist alone.* Further, the vast majority of correspondence systems in the present inquiry are either adjuncts or integrals of a larger conventional educating system. This fact further complicates, if indeed it does not make impossible, the separate costing of correspondence educating processes. (Excluded here, of course, are the relatively few proprietary systems participating in this inquiry.)

There is little reason to wonder, then, at the fact that the lack of rigorous costing of correspondence educating processes is one of the most glaring weaknesses noted in this inquiry. If costing the conventional educating system is complex and difficult, (which, of course, it is), then costing the correspondence educating process is an adjunct or integral of that system can but be equally as difficult, or even more so. For this and other reasons suggested above, correspondence educating processes are not costed out generally with any discernible consistant pattern or patterns. This is evident in the responses received to this inquiry.

What appears to be the missing element in costing educating systems in general (and in costing correspondence systems in particular) is the keeping of accurate records, systematically, of the costs of materials and services in such a manner that analysis of recurrent cost items can be made. There is also a lack of followthrough with a synthesis of the findings which would provide realistic guidelines for arriving at cost estimates for the purposes of planning and budgeting. The results of this inquiry indicate that this missing element is one characteristic of the majority of correspondence educating systems.

A closer look at recurrent costs

It appears, however, that respondents to this inquiry are more knowledgeable about their recurrent than their capital costs.

With regard to total costs, the total number of dollars expended on recurrent costs is more than two and a half times that expended on capital costs. Thus it is that recurrent costs stand out normally as the prominent concern in the planning, programming, and budgeting for correspondence educating processes.

When attention is focused for a somewhat closer look at costs, it can be observed that the amounts and percentages of dollars expended for each of the recurrent costs vary over a wide range. In particular, it is found that of the total for all recurrent costs, 54.4 percent is for salaries, 12.7 percent is for student services, 10.6 percent is for administration, 5.4 percent is for textbook materials (shelf stock), 5.3 percent is for authors and editors, 4.4 percent is for printing, 4.2

percent is for postage, 1.3 percent is for promotion, and 1.7 percent is for other items (including vehicles, office equipment, refunds, etc.).

Thus it is that salaries are the largest of the recurrent costs. When salaries for teaching and non-teaching staffs are combined with the salaries for administration, the total percentage for salaries is a little less than two-thirds of the total dollar amount available for all recurrent costs purposes. This finding is not unique, of course, since it accords with the well-known fact that the teaching profession generally is labor intensive, and teaching within a correspondence educating system is no exception to the general pattern in this regard. It should not be concluded from this, however, that all respondents to this inquiry expend two-thirds of their available dollars for teaching and administration activities, for this is not the case. For example, the percentages for the institutions, when considered individually, range from a high of 92 percent to a low of 10 percent for salaries, with a wide range of variations in between these two extremes.

It should be cautioned, also, that the extreme variations in percentages for salaries can be misleading. For example, not all respondents interpreted "salaries" in the same way. In some institutions the "markers" or "graders" of the academic work of students are classified under the "student services" caption, rather than under the teaching staff caption. If this is done, then it is clear that the percentage of salaries for the teaching staff category will be reduced, and the percentage of expenditure for student services will be increased.

Further, the work of authors, editors, and contract writers is considered to be the same as non-teaching staff work by some institutions. When this is the case, the "salaries" for authors, etc., are included under the teaching and non-teaching caption. This, of course, introduces an additional factor for consideration in trying to arrive at a pattern or set of patterns of the general behavior in this area.

What is true in this regard about "salaries" is true also about others of the recurrent costs items. Institutions differ in their decisions on what to include or not to include under the captions, although the differences with respect to salaries are greater than the differences for any of the other captions indicated.

Thus, institutions differ with regard to budgeting not only on a worldwide basis, but they differ as well even in the same system of education, not to mention budgeting differences among the departments or faculties within the same institution. Thus, the differences noted in this inquiry are neither surprising nor unique: they merely confirm what is known generally and accepted as the norm. What is somewhat surprising in this inquiry, however, is the extent to which there are areas of substantial agreement, even on a worldwide basis, on how the costs are borne for correspondence educating processes.

Clearly, considerably more information and data are required on the complex arrangements for costs within a larger number of institutions before useful conclusions can be drawn about the cost practices in correspondence educating systems.

Communications technologies

In today's world (particularly in highly industrialized societies, but also increasingly in less industrialized societies) the learner, young and old alike, is deluged by a communications barrage. In addition to printed materials of innumerable varieties, today's society may employ the telephone, radio, television, computer, jet engine, satellite, or a wide range of other technological devices within its communications barrage. Each of these devices is, of course, a technology with its own unique communication characteristics, and each may be used singly or in combination with other technologies.

These numerous technologies for communicating are grouped together and labelled in this report as the communications technologies. Their combined impact is the communications barrage which engulfs the learners.

As is well known, these communications technologies have many and varied implications for the formalized educating practices of a society. For example, the space or place for learning need no longer be limited to a fixed or given location, if, indeed, it ever was; the time for learning need not be limited to certain periods of the day determined by the school; and the expertise of the teaching staff can be made available to learners far and wide. In fact, as Hutchins (1968) states it, "Technology has freed education from limitations of space, time, and staff."

This is not to say, however, that any given subject may be taught and learned equally well by any of the many communications media or combinations of media. As noted earlier, each of the communications media has its own distinct characteristics. It is agreed generally that media can and do differ individually in the way they effect the instructional message, therefore, in accordance with their inherently different characteristics. This does not mean that the medium is the instructional message of a course in the teaching-learning situation, for quite clearly it is not. What it does mean is that a communication medium may transmit a message of its own, even as it carries the instructional message intended.

For example, the learners in many societies have grown up in a world of radio and television. In addition, in both industrialized and less-industrialized nations, these media engender expectations not only of quality of presentation but of content as well. Wherever the mode of these media, for example, is entertainment, the learner in the society (particularly the youthful ones who never knew an age without radio and television) have developed set notions of both quality and content for these media.

For example, the TV-bred youthful learner will have rather clear concepts of what television is like from previous experience. If the previous experience has been lively, vivid entertainment via television, then the learner could experience a real sense of boredom from a televised educational presentation overloaded with information meted out with mechanical didacticism.

And Margaret Gillett points out that "the error is still committed-- witness, for example, (the programs) where ill-at-ease professors read their lectures into the camera, communicating with no one, having completely missed the message of the medium."

At least two fundamentally different conceptualizations (and thus two approaches) are set forth in the current literature for the utilization of communications technologies.

In the more familiar approach, the new communications technologies are "largely supplementary to the two primary media of instruction: the textbook and the teacher." In this approach, as is well known, it is often the case that the existing curricula and teaching techniques are not changed or altered, but merely "translated into the newer media." What this amounts to, then, is the use of communications technologies as add-ons or appendages to supplement or complement the ongoing educating processes.

This approach is by far the most widely found at present in correspondence educating practices. In practice, this approach results frequently in a somewhat piecemeal use of communications devices wherever funds or other relevant circumstances or resources permit. There may or may not be systematic planning for the use of such devices in the educating system.

In a second and less familiar but emerging approach, the primary concern is with". . . a systematic way of designing, carring out, and evaluating the total process of learning and teaching in terms of specific objectives, based on research in human learning and communication, and employing a combination of human and nonhuman resources to bring about more effective instruction" (Snider in Tickton, ed., 1970). In this radically different approach, the curricula and teaching techniques derive from the systematically developed design. The primary concern is with the educating system as an organic, integrated whole.

This "systematic way of designing, carrying out, evaluating," and improving the whole system is, in essence, a technology. That is, by specific definition, it is the organized use of methods and materials to achieve clearly identified objectives. As applied to commerce or industry, technology is clearly directed toward commercial or industrial objectives. However, when applied in the development of a system of education, technology is just as clearly directed toward educational objectives. That is to say, it is an educational technology. It is this educational technology concept that provides the framework for this part of the report.

The tenor and tone for this part of the report can be expressed best by a quotation from a publication by Hutchins (1968): "Every educational system is a technology. It aims to turn out the kind of 'product' the community wants."

And in a Japan Prize lecture, Schramm (1969) observes that "The teacher is coming to be a kind of stage manager for a number of learning activities-television, films, books, programmed instruction, explanation, discussion, practice, experiments, individual projects, field trips, and many others. The focus has moved from the teacher teaching to the student learning; the teacher's job is to arrange a series of learning opportunities that will fit the individual student's needs and capabilities and stimulate him to learn in the only way he can learn--in his own way, at his own rate, and by his own efforts."

Communications technologies widely used

Communications technologies are in wide use among respondents to this inquiry. Eighty-two percent indicated that they use communications media, fourteen percent indicated that they do not, and four percent did not reply to the question. Thus, at least four out of every five respondents use communications media of one form or another. This wide usage is indicated, despite the lack of overall working guidelines among seventy percent of the respondents. (It seems reasonable to project that overall guidelines will be derived in some cases from the utilization experiences now being gained on an increasing scale in many societies.)

Communications technologies are not all used to the same extent among the respondents; there is a clear rank order of utilization. This rank order, in terms of percentage of utilization reported by respondents, is: 72% of the respondents use cassettes; 46% use tapes; 42% use slides; 28% use films; 28% use the telephone; 26% use television; 24% use radio; 20% use the computer; 10% use a language laboratory; and 18% other media (discs, kits, newspapers, etc.). Radiovision and satellites were not reported in use by any respondent. (It is known, however, that radiovision and satellites are in use in areas not responding to this inquiry.)

With regard to expenditures, it is observed that computers, tapes, cassettes, radio, and records (discs) have the largest percentage expenditures, in the order given. However, because of the great differences in expenditures by the institutions on computers, the percent expenditures shown for computers may not be representative. One of the large national government systems expended 98 percent of the total for computers; thus, only 2 percent was expended on computers by all of the other fourteen institutions combined. In view of this, it seems reasonable to state that tapes, cassettes, radio and records represent, in that order, the leading percentages expenditures annually for communications technologies by the fifteen institutions combined.

Thus, there is a distance yet to go in the costing of communications technologies, and the paraphrase of a comment made by John E Dietrich and F. Craig Johnson of Michigan State University provides an appropriate closing for this topic. They state,

> "At present, cost data on (communications technologies) are almost nonexistent. The lack of these data severely impedes the academic decision-

> making process. Regardless of costing procedures used, ways must be found to place costs of (communications technologies) in perspective. Present inadequate cost data are frequently so subjective that they are nothing more than pious hopes. The time is here to come to grips with the reality of cost analysis in the academic decision-making process." (Quoted in Tickton, **et al.**, Vol. 1, 1970, p. 25.)

A brief staccato like sketch of selected findings

Determining Need

Most correspondence educating processes began on a small scale and grew over time as the results became valued in the society concerned, according to most respondents.

Most correspondence educating processes began with only limited financial backing from educational authorities; however, this changed, too, as the results became more appreciated in the system.

Most correspondence educating processes experienced starts and stops in the process of development. Thus, the development was not always smooth and steady, according to most respondents.

Quite clearly, there were exceptions to the three findings selected for presentation above.

Geographical, demographical, educational, financial, social and a variety of other factors are among those cited by respondents for determining the need for correspondence education in their educational systems.

Policy-making processes

The policy-making processes vary over an exceedingly wide range, dependent upon the societies involved.

Slightly more than half of the respondents have legal, legislative, or other legitimizing provision by top-level educational authorities for their correspondence educating processes. (This is crucial.)

A moderate majority of respondents have clear, unambiguous overall policy statements on the role and function of correspondence educating processes within the total educating system, and on the services to be provided.

Most respondents have a person or group of persons within the correspondence educating system with prime responsibility to advise and/or formulate recommendations to top-level bodies concerned with correspondence educating processes.

Respondents are about evenly divided on whether there are provisions for formally organized consultation among persons **within** correspondence education for policy-making decisions on correspondence educating processes.

Planning processes

As with the policy-making processes, there is a wide range of approaches and purposes in the planning processes. Each society tailor-makes its own planning.

Slightly less than half of the respondents have a working handbook or guide for initiating and following through on correspondence educating processes.

By contrast, a large majority of respondents answered affirmatively that their planning "model" is a continuous action process, running from the diagnosis and assessment of present needs, through implementation of procedures to meet the needs, to evaluation and revision as required by experience.

Slightly more than half of the respondents include persons with different kinds of lay and professional backgrounds in planning correspondence educating processes.

A slight majority of respondents include both quantitative and qualitative aspects in planning their correspondence educating processes.

Organizing processes

The organization of correspondence educating processes is clearly a function of the society in which it exists.

In some cases, the organizing processes are decentralized, while in other societies they are tightly controlled from a central point. The responses to the study reflect these different attitudes.

The majority of respondents have their organization structures integrated within a larger system of education, usually a large university complex.

In a few cases, the organizational role of correspondence educating processes is viewed as that of a "delivery system" for a larger university complex.

For a majority of respondents, the structures of correspondence educating processes do not differ significantly from the *vertical* structures (elementary, secondary, technical, tertiary, etc.) of the conventional educating system.

Operating processes

A majority of respondents, by a small margin, have working guidelines prepared in advance for operating correspondence education programs within their respective systems.

A small majority of respondents follow clearly outlined steps to arrive at decisions on services to provide in their correspondence educating processes,

A moderate majority of respondents have identifiable factors that influence or determine the forms they use in their correspondence educating processes.

A majority of respondents employ procedures for following-through to assess the clearness, accuracy, and understandability of the learning materials supplied to the learners in their correspondence systems.

The majority of respondents do not have criteria specially designed for the recruitment and/or training of teachers and technical staffs for their correspondence educating programs.

Evaluating and accrediting processes

A large majority of respondents conduct correspondence educating processes which meet or exceed the criteria, standards, and procedural requirements as pre-determined by an authorized government or other agency.

A large majority of respondents offer academic and/or technical subjects designed to be comparable to the same subjects in the conventional educating system of the society.

The majority of respondents do not require learners in their correspondence educating systems to meet the same admission standards applicable to the conventional full-time students.

A majority of respondents require teachers in their correspondence educating systems to meet the same certification standards as teachers in the conventional systems.

A small minority of respondents have arrangements for the periodic or continuing overall evaluation of their correspondence educating processes, and the large majority do not.

Research and development processes

Only a small minority of respondents have working guidelines for research and development in their correspondence educating systems.

A small majority of respondents report that their research activities result in information and data which aid in the improvement of teaching-learning materials for correspondence educating purposes.

Comparison of answers to selected sets of questions in the questionaire

For a selected number of questions, the chi-square statistical technique was used to examine whether the answers to a given question were independent of the answers to another question in the questionaire. Without going into the elaborate statistical tables and computer printouts required for this type of analysis, suffice it to say that certain of the conclusions are noteworthy and informative. Three examples can be given to illustrate some of the findings.

The questionaire contained this question: Are there clear, unambiguous overall policy statements on the functions and role of correspondence education, and on the services to be provided? The questionaire asked this question also: Is there a clearly outlined sequence of steps for decision-making processes on what services to provide in the correspondence educating system?

The answers to these two questions were cross-tabulated, and the chi-square test was applied and found to be significant. This means that the two variables are not independent. In other words, *when there are clear policy statements on the functions and role of correspondence education, there is likely to be an orderly sequence of steps in the decision-making processes on what services to provide as well, and vice versa.*

As a second example, the question on the clear and unambiguous policy statement was cross-tabulated also with the following question: Are there working guidelines for the operation of the correspondence educating processes? And again, the chi-square test was significant. Thus, when *there are clear policy statements on the function and role of correspondence education, there are likely to be working guidelines for operations as well, and vice versa.*

As a third and final specific example, the question on clear working guidelines for operation, noted above, was cross-tabulated with this question: Is there a working guide or handbook for initiating and following-through with correspondence education planning? The finding is that *when there are clear guides on planning correspondence education, there are likely to be guidelines for operations as well, and visa versa.*

So much for specific examples. As the various statistical tests were made and the findings noted, it became evident that there is an internal consistency throughout correspondence educating processes. This internal consistency has its beginnings at the top level with a clear, unambiguous statement on the role and function of correspondence education. The results of this statement, or, indeed, the lack of it, is very likely to characterize the correspondence education system under consideration.

Fundamental perspective and basic thesis

Human societies differ greatly, and as is expected and known, their educating systems and subsystems reflect these great differences. Thus, there is no expectation, and certainly no pretence, that this initial effort can inquire even adequately, let alone exhaustively, into the variegated aspects of this whole complex field of inquiry. There simply is, for example, no such thing as **the** correspondence educating processes.

What does exist is a bewilderingly great range of processes with only one characteristic in common: variation. The synthesis of the inquiry, then, can but rely heavily upon its fundamental perspective and basic thesis to bring a few aspects of this great variation into manageable reportable terms.

The fundamental perspective of the inquiry is that in which the total education system is the frame of reference, with correspondence education integral to the system. In this perspective, *correspondence education is not separate or distinct from education; it is education within the mainstream of the educating processes of a given human society. It is the basic thesis of the inquiry that this is the posture of the correspondence education process of the future, if it is to survive as a viable integral in the rapidly changing educational systems of nations, worldwide.*

Correspondence schools: a strategy for educational development in Brazil

Lucia Radler dos Guaranys
Claudio de Moura Castro,
Programa de Estudios
Conjuntos sobre Integracion
(Brazil).

Some surprising conclusions are reached in this survey by two authors. On the one hand they say. "Don't upset the system." But, on the other hand, they point out five significant areas in which the government of Brazil should act.

Correspondence courses began in Brazil almost 40 years ago. Many schools were founded, but only a few thrived. These now operate on a large scale, offer a reasonable level of attention to students and maintain up-to-date courses. Costs are kept relatively low.

In 1977 there were about 30 correspondence schools. Eight of them boasted more than 5,000 students each. The total number of correspondence students was estimated at 240,000.

A dark side and a bright side

A discouraging side of correspondence education in Brazil is advertising which gives correspondence courses a bad name. The following recent example, despite its elaborate claims, is about a product rather than a course.

> "By following our correspondence course in YOGA you will achieve tranquility, a sense of physical and psychological harmony which will transform you into a person seductively irresistable, lovable, desirable, attractive, pleasing, healthy, animated and rejuvenated. One 10 minutes a day are sufficient to END rheumatism, asthma, arthritis, sexual incapacity, menstrual pains, problems of menopause, the uterus and ovaries, the nerves, constipation, intestinal gases, inflamation of the kidneys, liver and spleen, poor circulation and digestion, spinal pains, migraine, loss of memory, etc. Moreover, you will **BEAUTIFY** your posture, thickening your legs and ankles, reducing your waistline, removing your paunch, ending your problems of fat, diminishing wrinkles, double chins, hunch backs and flat feet ....please send me C.O.D. the complete course of YOGA and the **FREE** swimming trunks. I will pay only when I receive them, Cr.$ 150,00".

— Advertising in a magazine (1978).

On the other hand, the testimonies of satisfied students show how correspondence courses (without the use of radio, T.V. or other media) serve the clientele most in need of education.

> *"I feel that everyone should make an effort to suceed in life. But learning by correspondence is not a pushover because I already have experience. I repair clocks and watches and I learnt through a correspondence course."*
>
> (Clock-repairer, 37 years, primary level, completed a radiotechnicians course).
>
> *"The correspondence course I did was car mechanics and I am working as a tractor mechanic.*
>
> *It is different, but this correspondence course helped me a lot.*
>
> *I used to work on a croft and now I am a mechanic. After the course I joined the workshop where I still am today, got my driver's licence and then entered night school and continued studying and this year I started in the 7th series of the 1st grade. One day I hope to be a mechanical engineer."*
>
> (Tractor mechanic, 23 years, lower secondary schooling, car mechanics course).

We do not consider correspondence teaching to be the solution to all educational needs, either of the lowest socio-economic levels or any other group. Correspondence courses should not and cannot replace classroom teaching. They do not offer the socialization indispensable for children and adolescents, nor do they compare with the vocational programs offered by the better vocational institutions.

Correspondence courses serve all socio-economic levels

On the other hand, we cannot consider correspondence teaching as a mere palliative, a cheap substitute for a good education. It has shown itself to be efficient for a significant proportion (about 30%) of its clientele. We have found that it has a socio-economic profile very similar to the population of Brazil. If we divide the population into three socio-economic levels - high, middle and low - the probability of being a correspondence student is the same for any individual within these levels. This cannot be said for any other type of teaching. We can say, therefore, that correspondence courses are a *mode of teaching in which there is the greatest equality of educational opportunity.*

Moreover, we have verified that the socio-economic profiles of pupils, graduates and drop-outs are extremely similar. This indicates that neither graduation nor failure to complete the course are affected by the student's socio-economic level.

This fact again differentiates correspondence courses from the majority of known teaching modes.

Half the drop-outs desisted from their courses for financial reasons. The motives for abandoning the courses are probably different for the higher and lower levels.

Correspondence courses, without any interference by the public power, reach tens of thousands of people each year. The large majority of these people have no other educational alternative. This fact, in itself, justifies an effort to improve the quality of this type of teaching. And if we further consider that millions of people in Brazil are potential clients, correspondence education should be developed further. Fortunately correspondence courses can be expanded without much difficulty and at extremely low costs, without the teaching quality being negatively affected by an increase in registrations.

Don't upset the system

Observing the large number of pupils of private correspondence schools in Brazil and the results achieved by a significant number of these students, we conclude that it is necessary not to upset the system. There are already functioning schools that have accumulated experience in adapting courses to their clientele and in improving course content. It is necessary to avoid taking measures (despite the best of intentions) which would interfere with what has already been achieved over the years.

An example is the validation of diplomas. Since diplomas are not currently recognised, the school can only offer the quality and efficiency of its courses. Now students take and recommend courses if they receive benefits which compensate for their investment. We can imagine that *if these diplomas were accredited, the schools might immediately commence to sell diplomas.*

We are in favor of some course validation. State board or professional examinations (including practical tests) in some specialties in Sao Paulo seem to have some merit. This is a subject which calls for wider study.

Don't use radio, TV or satellites

The principal advantages of a correspondence course are a simple teaching format and inexpensiveness. But correspondence teaching linked with radio, television or satellites would, we feel assured, be a failure as a mass education technique. We doubt that there exists in Brazil, the political will to offer expensive teaching of this magnitude to clientele at a low socio-economic level. We believe, however, that correspondence courses as an autonomous and independent system have a political and economic viability.

Five areas in which the government should act

On the other hand, we do not say that there are no areas in which government should act to improve course quality and increase the clientele. Quite the contrary. We can list at least five large areas of action: inspection, supervision, accreditation, money incentives and a "bureau" for complaints.

(a) Before anything else, it is necessary to inspect existing schools to avoid confusing the sale of books or gimmicks with correspondence courses. It is necessary that school advertising is explicit as to course objectives and in relation to "free" material.

(b) It is important that there be course supervision with respect to content and format, keeping the proposed objectives in mind. Since schools may keep selling out-of-date courses, it is necessary to supervise the up-dating of existing courses. There should be supervision of the *quality* of evaluation. Simple recall of information is extremely superficial. Courses should require comprehension, application, analysis, synthesis and criticism so that the progress of students can better be measured.

(c) Public entities could create a system of school (not course) credentials. When divulging the credentialised schools, the criteria utilised would also be divulged. We consider that it would be sufficient to give official acknowledgement to the quality of the course and to the veracity of the advertising. This would be helpful to prospective students and to the schools themselves. Already schools mention in their advertising that they are registered at the Sao Paulo Education Secretariat. Unfortunately this does not involve any supervision or approval, but only simple registration!

(d) We could have a direct subsidy of money incentives to schools so that cost reductions could be translated into lower tuition fees. The costs paid by students, despite being modest, are still expensive for the majority who take these courses. Money incentives should also encourage course completion.

Incentives need a more profound study, but, in principle, we do not feel that subsidies should be provided directly to students. It would be better to finance some of the items of school operations which would reflect in an increase in course quality and/or a decrease in costs.

Another item which merits money incentives is advertising. Since the government has access to mass communication media such as radio and TV, it could use these media to advertise the accredited schools explaining the significance of accreditation. Finally, the government could allow correspondence courses exemption from postal charges or subsidise the postal rates for recognised schools.

(e) We believe that there should be a complaints "bureau" affiliated with the Department of Adult Education of the Ministry of Education. Thus, students would be able to send complaints about the conduct of the schools, the quality of the courses and be able to make suggestions. The information received by this bureau would also serve as a basis for the withdrawal of a school's credentials.

Study patterns of successful external students
(and the loneliness of the long distance learner.)

George Idle,
Dr. Thomas Kennedy,
Nancy Brown,
Western Australian
Institute of Technology
(Australia)

The external student is alone in many ways. Access to resources is sometimes limited to those the school can provide. If a nearby library exists, the material needed is invaribly not available. Fellow students involved in the same academic area are not easily found; casual discussion of lessons among students is very limited.

Consequently the external study system starts where the student is - in isolation. (Sometimes he is so isolated that he receives mail only once a week.) But in several county centres in Western Australia additional services are provided where small groups can meet. Metropolitan students are encouraged to use the Western Australian Institute of Technology campus facilities.

Some study patterns of successful external students are described in the WAIT experiment reported here.

Some recent Australian studies have been made on student opinions of external study programmes, (Smith. 1978; Swain, 1977). Experiments in alternative learning systems have been applied to distance education (Walker, 1975; Northcott, 1977). Meddleton (1964) concluded that external students were less sucessful than their internal peers. Meddleton also concluded that reading patterns were an indication of student success.

In a survey conducted earlier in 1978 by the Department of External Studies on "reasons for withdrawal" it was found that quite often students give official reasons for withdrawal which are at variance with the real situation. The most commonly stated reasons of "job commitments" (54%) and "family commitments" (32%) were cited by students who were not prepared to give necessary time and who were inadequately committed to studying. The distractions of home, family and work are in constant competition with studying, and without campus contact certain types of external students are unlikely to succeed.

Learning theory and the external student

Cronbach (1964) provides a useful model of factors used to describe a student's learning process. Perhaps it is so obvious that it does not need saying, but of all the characteristics and behaviours that Cronbach identifies in a typical learning event, the most significant differences for the external student are the physical and social circumstances. The external learner is at a distance from his teachers and peers.

Furthermore, problems are exaggerated when experienced in isolation. Anderson (1965) states that students'...

> "beliefs, expectations and responses to various teaching situations - are often overlooked in educational planning. At the root of student problems is a breakdown of communication as it affects the learning process. The channels of communication I have referred to are from teacher to student, from student to teacher, among students, and among the staff."

If Anderson's study of University of Melbourne students can be applied to external students in general, then the problems of communication experienced by isolation students should be the overwhelming cause of lack of achievement as an external student.

Another critical aspect of the external mode is based on the psychology of learning. A student's concept of himself is an important aspect of his ability to think critically, honestly and creatively. Educational psychology suggests that a student needs security, a supportive environment, encouragement and friendship. (Maslow, 1968; Rogers, 1969). Each of these needs is satisfied by a system of communication often denied the external student. *How critical is person-to-person contact in studying externally? Can learning be achieved without emotional support?*

An experiment at Western Australian Institute of Technology

To study these and other questions, a sample of successful, typical students was selected. All students with academic problems or histories of withdrawal were excluded as were all students enrolled in courses limited in either scope of offerings or student numbers. Of the 105 students who responded to a questionaire, 38 were in business, 37 in social science/English and 26 in education, and 4 were miscellaneous. This was reasonably close to the statistically ideal sample of 100.

Because the extremely isolated student was not represented adequately in the sample, additional students were included by random selection. Sex, age and success as a student were not considered in this group. *The final sample consisted of 170 students from a population of 1600.*

Of the 105 who responded to the questionaire, 58 live in the Perth metropolitan area, 33 in country regions and 14 are isolated. Additional responses were obtained from 25 (of the 105) by personal interview, by telephone or on tape.

Student Evaluation of External Study

How much study time is used? (as reported in student responses)

On average, students study about eight hours per week per subject. There are many differences due to the varying sizes of the subjects based upon credit points. Most students study between five and ten hours per subject with several students studying more than twenty hours per subject per week. Social science students seem to spend the most extreme ranges of timg in order to pass their subjects, some passing with an effort of three hours per week and others needing fifteen to twenty hours per week per subject. The first year business students spend more time than their advanced level colleagues.

Typical student comment about study habits are:

> *"I study Monday to Thursday nights from 7 p.m. until 9 or 9.30 p.m. each week. I try to finish one or two work topics each night. Then I read the study guide, the necessary pages of the reference texts and then I write the assignment."*
>
> *— business student*

> *I often read in between doing the sweeping and washing and then think about what I have read when I start my next job."*
>
> *— English student*

> *"Sometimes my job requires overtime of two nights per week and during those periods it is very difficult to keep up."*
>
> *— business student*

Is concentration a problem? Perhaps.

Most of the students in the survey said that concentrating on studying is not a problem; they study to learn rather than to pass a subject. By contrast, the 1978 withdrawal study showed that of 680 students who were discontinuing a subject or withdrawing for external studies, 89% could not concentrate on their work and could not continue successfully on the small amount of time they were willing to spend studying.

Are study schedules used?

Given an opportunity to organize their own time, do students actually plan their efforts? The results showed that 25% always, 33% often, 23% sometimes, 19% never planned their efforts.

External students tend to work out individual patterns of study. Secondary teachers have the strictest study schedules while female primary teachers, aged 30-39 are less organised. It is interesting that the limits of the range are within the same profession. Isolated students tend to follow fixed patterns of study less frequently than metropolitan students.

What do students read?

Most students buy all of the recommended text books. Forty-one per cent of the students who feel that their texts are only "sometimes" useful, will rely at the "always" level in their use of the library. Conversely, of those who do not use the library, 78% will buy and rely upon their text.

Social science students rely most heavily upon the library and Bachelor of Business students rely primarily upon their texts, Students who utillize the library are more likely to be negative towards any need for tutorials. Students who are lukewarm or negative regarding library use wish that they could participate in tutorial discussions. The few who neither find their texts useful nor use the library are primary teachers.

What are the students' reactions to the course materials?

The course material package usually includes the following:

a study guide, giving an overview of the subject, details of the reading materials, particulars of assignments and projects, and an outline of procedures;

printed course material, including explanatory materials divided into learning segments;

audio cassettes. as direct copies of lectures or supplementary material on particular topics.

In analysing the student answers it was found that social science and English students value the audio cassettes while teachers were generally negative. Isolated students appreciated audio cassettes more than metropolitan and country students.

Do students like to study externally?

As expected, there was a mixture of replies to this question. But generally students were enthusiastic about studying externally and recognised its advantages. There emerged two distinct groups of students: those currently employed and studying to improve their chances of promotion or professional status and those not currently employed but intending to return to the workforce in the future e.g. mothers of young children.

The first group, while agreeing on the advantages were divided on their preferences. About half would have preferred to study internally if circumstances allowed. On the other hand, the second group were practically unanimous in their preference for studying externally as it allowed them to work at their own pace and on their own time. Many of the less enthusiastic students were inexperienced in external study.

Students cited many advantages in studying externally including: the opportunity to organise their own study schedule, saving of time and self-pacing. A significant number stated that external studies provided the only opportunity to study the particular course and opened new doors for their future development.

For some students the external mode is the only form of study they know.

> *"I have never studied internally as I have always worked in one teacher schools in the Wheat Belt. I do not enjoy studying externally but it is my only means of improving my qualifications."*
>
> — education administration student

For others, studying externally is the *only* way to study -

> *"I think internal studying is often a waste of time spent in useless tutorials and lectures and don't tell you anything."*
>
> — social science student

What are the disadvantages of studying externally?

Insecurity was repeated as the main cause of irritation among external students. They feel a need to know other's opinions on subjects, wish to hear the tutor verbally clarify areas of difficulty, want the tutor's opinion prior to doing assignments and want to know exactly what is expected. Ambiguities are not appreciated.

> *"As an external student you have a nagging*

> *doubt about whether one is catching the right context or slant on material in subjects requiring wide reading and then personal interpretation of the material read."*
>
> — education student

> *"I find it very hard to gauge progress due to lack of contact."*
>
> — social science student

> *"You have to depend upon yourself for input via notes and tapes - no one to explain difficult areas to you."*
>
> — business student

The student finds an added disadvantage when he tries to contact his tutor for information, clarification or simply assurance that he is proceeding in the right direction. An English student echoed the comments of many students when he said, *"Lack of communication ... delayed and sometimes inadequate feedback"*. Neither workshops for tutors which stress the needs of external students nor a system of "following through" on assignments held for two weeks by the tutor have been able to resolve the student's perception of himself as the ignored element of the student population. Irregular academic schedules make it difficult for a student to contact his tutor by 'phone and letters frequently take weeks to be answered.

Students were asked to comment on how they feel as isolated students. Are their feelings different from those of classroom students?

Typical responses were:

> *"Most certainly. Because you have no-one to discuss the material with. In my particular course, I don't know of anyone socially that I can talk to about my difficulties and problems with the course material, or my interest in it, and so to that extent its communication that's needed. I don't think you can be educated without communicating with people."*
>
> — business student

> *"There is not much more the Department can do to help; it is a matter of each individual's determination to get through the course."*
>
> — social science student

How important are discussion groups?

An analysis of variance was performed on the questionnaire results. This was to determine (a) whether a student's wish for tutorial discussions correlated with his attitude towards studying externally and (b) whether he felt as though we were learning as much as internal students. Only those students who "always" enjoyed studying and "always" felt they were learning as much as their internal couterpart indicated that they did not feel a need for tutorial discussions. The increase in *negative responses regarding enjoyment* and a feeling of parity accompanied an increase in the strength of response regarding a student's *perceived need for tutorial discussions. Since all of these students are classed as successful, this trend relates again the basic insecurity felt by external students.*

Isolated and country students do not feel that they are learning as much as if they were internal students. But the metropolitan external students feel that their education is equal. Since the only difference between the two groups is distance (in fact many of the country students have an easier access to supplementary resources), then the factor of distance diminishes the acceptance of the viability of what is being learned. A final attitude measure of pride indicated that, in spite of all the difficulties, students will be proud of their college degrees.

Summary of the survey results

Successful students are conscientious in their study habits. Sixty percent follow a set schedule for studying. City dwellers schedule their study more than country dwellers. Those students with few problems with concentration are prepared to make sacrifices and are highly motivated.

Textbooks are the main source of information for students and are read carefully. The use of library materials depended on the nature of the subject, the materials provided, and ready accessibility to resources. Attitudes toward general learning materials were positive.

For many students external studies is the only opportunity for a college education. Many students who have experienced both on-campus and off-campus systems of learning have a greater appreciation of the advantages of external studies. Married women not employed outside the home particularly enjoy studying externally and appreciate the opportunity to train for the future. Employed students vary in their "enjoyment" of external studies though they all appreciate the advantages and opportunities.

The most consistent observation made by students was a strong sense of insecurity due mainly to lack of contact with academics and peers. The more insecure the student, the greater the desire for group activity. Students located geographically distant from the campus have a greater sense of insecurity than those living nearby .

Some implications

Since insecurity is counter-productive to learning (as indicated by humanists C.R. Rogers and A.H. Maslow), then it is a responsibility of the educator to ameliorate this student problem. The search for alternatives to the typical tutor-student and student-student contact of the internal student, offers hope to the external student. But the problem is aggravated by extreme distance and declining resources.

Is the identification, creation and provision for support really worth the effort? Education, business and agriculture depend upon the trained manpower provided by collegiate institutions. Western Australia depends upon the success of educational programmes which reach into remote areas. Individuals need the opportunity to redevelop and retrain in a constantly changing society regardless of age, occupation or location. *To ignore the loneliness of the long-distance learner is simply to ensure elitism in education.*

References

Anderson, D.S. "Problems and Performance of University Students" *Higher Education in Australia.* (Cheshire; Melbourne, 1965).

Cronbach, L.G. *Educational Psychology* (Harcourt Brace; New York, 1977).

Haslow, A.H., *Toward a Psychology of Being* (Van Nostrand Reinhold; New York, 1968).

Meddleton, I.G. "A Study of the Progress of Part-time Students at University Level" *Australian Journal of Higher Education,* Vol. 2, No. 2, (1965)

Northcott, P.H. et. al. *P.S.I. Chemistry I and Physics I - A Case Study* (Tasmanian College of Advanced Education; Hobart, 1975).

Robert, C.R. Freedom to Learn (Charles Merrill; Columbus, Ohio, 1969).

Smith, P.J. "Analysis of Discussions Held among External Students" *Australian and South Pacific External Studies Association* Newsletter, Vol. 4, No. 2, (1978).

Swain, R.K. *A Report on Discussions with Students who Studied Externally in 1976* (Adelaide College of Advanced Education; Adelaide, 1977).

Walker, M.G. *Learning in the Community* (Western Australian Institute of Technology, Perth, 1973).

What do we know about our students?

Research in progress on the living world of Fernuniversität students

Dr. Otto Peters
Fernuniversität
(West Germany)

> *We expect research to lead to improvement in the teaching-learning situation. But this author goes much further. He says that we must "reduce the working load for the working student. A new combination of work and study must be developed...."*

Since university teachers tend to visualize distance students as being like traditional students (which they are not), it is of utmost importance to learn who our students really are. The Fernuniversitat has initiated a research project to explore student learning behaviour.*

Presently (late 1978), the research team is obtaining relevant data about our students' learning behaviour which will enable us to describe it accurately. The researchers believe that it is not sufficient to obtain data by analyzing special *micro*-features of the learning process: skills, aptitude, readiness, retention etc. Stress must rather be laid on certain *macro*-features to understand and appreciate the learning conditions of distance students.

We must examine their *entire living, working and learning situation.* The researchers assume, for instance, that the motivation of our students is quantitatively and qualitatively different from the motivation of traditional campus students because their living, working and learning situations are different.

General objectives of the research project:

We should like to know precisely —

- Who are the students?
- What do they think about their everyday experiences?
- How do they interpret the expectations of the university faculty?
- What strategies do the students develop to meet these expectations?
- What are the general functions of distance university study in the living, working and learning situations described?

---

*The project is carried out by a team headed by Thomas Heinze (education) with Heinz Abels (sociology), Marianne Horstkemper (education), Hans-W. Klusemann (education) and others.

- To what extent does the Fernuniversität comply with these functions?
- What major and minor changes should be made?

In asking these questions we have made the following *assumptions:*

- The general everyday situation and the social environment influence the learning process.
- The individual educational background influences the learning process considerably.
- There is a close interrelation between family life, experiences in the working world and learning experiences as a student.

Traditional university teaching has neglected these aspects. In distance study they should be considered in curriculum development.

Final objective: improvement of the teaching-learning process.

The possible outcomes of the research project may be instrumental in

- changing the curricula with respect to the needs of our particular group of students,
- adapting the organisation of the teaching-learning system (counselling, tutoring),
- improving the guidance for the students of the first semester,
- developing concepts for week-end seminars,
- dealing with the problem of our drop-outs,
- helping us to form a general concept of academic study for people working for a living,
- defining the student's role in some of the decision-making processes of the Fernuniversität.

Methods of research

The members of the project team employ a special type of *field and action research,* which is based on intensive communication between the researcher and the students. *Interviews* and *group discussions* are conducted in order to learn as many data as possible about the students complex living world and their individual and subjective views of it.

Furthermore, students are *observed* during their acitivities in study centres (*action research*). A small number of students will be interviewed again and again for many years, even long after they have taken their examinations. It is very important that data are obtained on *social situations* of the students. *Subjective interpretation* of this social situation by the student and his/her *biographical data* are considered together in the process of interpretation. This is in itself an interactive communicative process between student and researcher.

By employing these methods the team hopes to obtain from our students more detailed data about

- their vocational situation
- the social structure of their vocational occupation
- their opinions about qualifications for vocational occupation
- their degree of satisfaction in vocational occupation
- their education and vocational training
- their ideas about vocational career
- their family situation
- their financial situation
- their leisure time activities and social interactions in this field
- their learning situation: exterior and interior conditions
- their distance study: special conditions of the learner, motivations, frustrations, anxieties
- their experiences with Fernuniversitat: organisation, study-centres, printed course material etc.
- their participation in self-government.

In selecting the students who are to be explored we assume that special attention of the researchers is drawn to the following *categories of students:*

- students who work in study centres independently of tutors
- students who meet outside the study centres
- students who are members of study groups in their working area
- students who do not belong to any group

- housewives
- couples studying together
- handicapped persons.

So far our interviewers have talked at length with 60 students in different groups. These interviews were typed word by word and sent to the students for correction and explanation. The researchers who conducted the interviews also wrote commentaries on each interview.

Furthermore, about 100 students were asked to recommend alterations of the guidelines for the interviewers. We hope that the very intensive interaction between students and the research team will make them think about their situation and lead them to a better understanding of their roles in it. Self-reflection in itself has educational value!

The research process consists of three distinct phases: exploration, inspection and interpretation.

(a) *Exploring* the living world of our students is not fixed by goals, hypotheses, and methods right from the beginning. There is a constant redesigning of goals, methods, and procedures to obtain as much valuable information as possible about as many relevant aspects of the students situations. *Qualitative* data are considered to be most important. We are not content with abstract quantitative data; we also should like to know their "meaning" to the students.

(b) *Inspection* the researchers try to structure and systematize their experiences and results. They evaluate the data so far obtained.

The research process will have to go through quite a number of phases of exploration and inspection. They are interrelated and condition each other.

(c) The *interpretation* which is to follow will be very difficult. There are very few models and established procedures. It is a special kind of qualitative content analysis. It is necessary to interpret the data gained from distinct groups of distance students and to make comparisons so as to detect relationships and correlations. We hope that the hypotheses developed during the research process will help us to reconstruct the living world of our students on a more abstract level. This will result in tentative general statements about our students which may be validated by more research.

We are simply listing and systematizing statements which are considered *relevant* in our teaching-learning system. Only when we have achieved this will we be able to develop a theoretical concept with the help of existing theories.

This means that we try to go the inductive way.

Formal analysis of interviews

We analyze the following aspects of interviews:

The nature of question

The precisions of and exactness of questions

The summarizing of statements of interviewer

Any additional questions of interviewer and students

Is the question answered - directly, indirectly?

Are there relations between answers and former questions?

Are there answers to questions not provided for in the interviewer's guide?

Content analysis

A number of experts analyze the contents of the same interviews. The experts then compare and describe their results. Finally, they categorize the interview statements independently.

Partial contents of three interviews

Mrs B is a mother and housewife.

- Her father prevented her from studying at a university.
- She had to give up her employment which she liked very much.
- She had to give up activities in sports because of the children.
- Her hopes about family life did not materialize.

If she is to study at the Fernuniversität, her family life must not suffer from it.

Her expectations with regard to Fernuniversität: Flexibility; no time limits.

She intends to study and to take the intermediate examination only. She does not yet think of earning a degree as she faces the possiblity of a family crisis in the next two years.

Mr. C. In his adolescence Mr C. wanted to study but was prevented by family conditions. He hopes to get - perhaps - finally a doctor's degree.

Consequences for vocational career: he can use his knowledge as he studies; his job becomes safer. Later he hopes for a promotion.

By studying at the Fernuniversität he hopes to set a good example for his children.

To be frank: "My study is my hobby; vocational improvement is secondary."

Mr D. wishes to be promoted on his present job. A degree is absolutely necessary for this.

Conventional full-time study was given up because he had to earn money.

His employment is very monotonous; he wishes to discover more perspectives.

Some tentative trends

So far we are not yet able to present the results of our research project. I can, however, report about some *tentative trends:*

What do students expect?

vocational promotion

economical improvements of their living conditions

new career-interests.

Motivation

They want to *keep up* with their colleagues who have had conventional university training. Promise of greater job security is a motivating factor.

Work load

Students who are married and in full employment are, of course, "overloaded". They tend to complain first about *lack of time* and *physical exhaustion.* They are much less concerned about financial or organizational difficulties.

Fifty per cent of the students believe that their *family life* is affected adversely by their studies. The communication between the family members is reduced and restricted.

Attitudes of related persons

People near to the student entertain positive attitudes towards distance study. People not so near to the student quite often do not know about his studies, or they are indifferent or neutral or negative.

Work-load

Students in employment quite often hold responsible posts; they have to work more than 40 hours a week. They suffer from psychic stress and not so much from physical overload.

Learning situation

Students who are married and have children report that they feel themselves disturbed by other members of the family. But distance students are more goal-oriented and more interested in subject-matter than regular campus students.

Reason for a possible drop out

33% overload in their employment

33% too much work to do in distance study; lack of leisure

33% illness; family difficulties.

It is obvious that we have already learned a great deal about our students. I am very concerned that the combined burden of family life, employment and distance study might be too much to bear over many years. It might be fundamentally unwholesome.

I think we have to bring about a closer link between study and vocational life and reduce the working load for the working student. A new combination of work and study must be developed which enables our students to fully develop their social potentialities. We have to humanize not only the working world but also the way in which our students study.

Literature

Heinz Abels, Thomas Heinze, Marianne Horstkemper, Hans-W. Klusemann; Lebensweltanalyse von Fernstudenten. Qualitative Inhaltsanalyse, theoretische and methodologische Überlegungen. Werkstattbericht, Hagen: Fernuniversität, November 1977

Thomas Heinze, Marianne Horstkemper, Hans-Werner Klusemann; Peter Zedler: Projekt Studierverhalten, Zur Lebenswelt von Fernstudenten. Werkstattbericht, Hagen: Fernuniversität, Marz 1977

Lothar Bertels, Barbara Stratmann, Helmut Thielmann:
Lebensweltanalyse von Fernstudenten. Methodischer Ansatz zur qualitativ vergleichenden Auswertung von Interviewprotokollen.
Hagen, Fernuniversität, 1978.

What do we know about our students?

Recent research on women in adult education: The Open University experience

Prof. Naomi E. McIntosh,
The Open University
(United Kingdom)

Women do not form a homogeneous group, even in distance education. Research evidence from The Open University in the United Kingdom sheds light on the varied characteristics of women who are attracted to distance learning, their motivation and the problems they face in attempting to combine distance study with their families and working lives.

The Open University was set up (in 1969) to "provide opportunities, at both undergraduate and post-graduate level, of higher education to all those, who for any reason, have been or are being precluded from achieving their aims through an existing institution of higher education." (1)

The fact that these opportunities were to be offered to those who did not necessarily have previous educational qualifications is obviously of benefit to both sexes. But it was always anticipated that the structure of the Open University would be particularly helpful to those women who were house-bound to a greater or lesser degree for many years while caring for homes and families. Study was to be primarily home-based, study schedules could be devised to fit into any particular home circumstances, and the degree could be spread over a number of years as people chose.

The early years of the University's life did not see a very high proportion of women (30%) applying to the University and the proportion of housewives (around 10%) was even smaller. Eight years later, *these figures have increased to 44% and 15% respectively.*

Some 20,000 women apply to the OU

In absolute terms the number of women applying to the OU has stayed around the 20,000 mark for five years now, and *housewives* (ie. all those not working or working in paid employment for less than twenty hours a week) *have formed a fairly constant group of about one-third of all women applicants.*

Only in the professions and the arts has the Open University attracted more women than there are proportionately in the country as a whole. It has attracted nearly as high a proportion of women clerical and office workers and of teachers. But the OU has failed to attract the same proportion of women from the working class occupational groups, i.e.women working in factories, shops and in the personal services. *In practice, women applicants to The Open University have a better school background than men, and have stayed on in full-time education longer.*

However, fewer women than men continued with their studies after secondary school for a variety of social, personal and financial reasons. By the time the women came to apply to the OU (a decade or so later) more men than women had gained some sort of post-school qualification, often part time and at sub-degree level.

It should be remembered that in England and Wales, teacher-training has been for years the single most significant avenue to higher education for women. But the qualification has not been at graduate level; the entry qualification has typically been five "O" levels, lower than that for a degree. The majority of such women could not have entered a university at the time of leaving school, even though they have subsequently been able to qualify as teachers.

The Open University was primarily set up for adult students; it accepts, with a few exceptions, students aged twenty-one and over, but imposes no upper age limit. While students in their seventies and even eighties have graduated successfully, the vast majority of students fall in the age range of twenty-five to forty-five. Women as a whole have a slightly lower average age than men students, but the differences are more striking if we compare working women. While 28% of all working men are aged up to thirty. 36% of all working women are. The comparable figure for housewives is 25%. The youngest group of all are the single men, where 53% are aged up to thirty. About one in five of both men and women students in 1977 were single, but more women students were either widowed or divorced.

What about women who don't succeed in becoming students?

Up to this point we have discussed applicants to the University, and in a limited way those who have become registered students. There are, however, many potential students who do not survive to become registered students and many others who do not even accept the places they have been offered. When asked for their reasons at that early stage women in particular note the level of fees, the existence of summer schools and their domestic responsibilities. (2) *Even the accessibility of the OU structure is not seen as accessible enough to overcome these very real barriers.*

Similarly when those who have been offered, but do not accept places are asked for their reasons, 30% of all women and 50% of all housewives cite changing personal or family circumstances. These potential students are being put off not by the academic level or course content, but by other factors in their lives. Some of these factors will continue to be present for the years in which they are bringing up families and having to fit in with husbands' jobs. (3) Women as a group (35%) and housewives in particular (47%) are also influenced in their decision by the financial aspects of study. Even the relatively (in an international context) low cost of OU study are found to be too great, particularly by those women who do not have access to an income of their own.

While nobody expects all enquirers to apply, the size of the non-accepters group has continued to be a concern. Many provisionally registered students, about one-quarter each year, decide after three months not to continue on to final registration. The reason given are varied and quite difficult to analyse. A recent study (4) comparing the progress of an experimental group of younger students at the OU with the normal mature cohort showed the majority of reasons for withdrawal at that early stage as being more work and family pressures than pressures related to the content and nature of the course. It is only when one actually starts to study that the true demands of a course become clear, and hence the conflicts that it may entail. Some domestic pressures such as illness, marriage or moving are less controllable than others.

Nearly half of all the older students (44%) mentioned domestic or personal demands of this nature, the figure rising to nearly two-thirds (62%) for women. Among men, work-related reasons (43%) not surprisingly ranked higher than among women (27%). But it is difficult to summarise such reasons, since students were free to provide their reasons in response to open-ended questions. The heterogeneity of responses in itself means there is no single solution to this problem.

Academic cynics like to take the view that students are unlikely to tell the truth if they are asked why they have discontinued their studies. It is much easier, they argue, to say that one hasn't enough time than to confess that the academic level is too high, or that one is just too lazy. What usually happens is that students relate lack of time to other factors in their lives or jobs. They are not saying, in any absolute sense, that they do not have enough time. *What they seem to be saying is that "in relation to the other demands which are being made on me at this point, I do not...".*

Any attempt at absolute measurement seems doomed to failure since one woman will study through three or four small babies, while another will want summer school excusal at the beginning of her first pregnancy. One man will find time to study on top of extra responsibility, while another man will not wish to or find himself unable to. It does however seem likely that women are less able to get out from under some of the external and family demands that are made on them. The majority of them have less control over their domestic and family circumstances. What is quite clear, is that their withdrawal at this early stage is less likely to be for academic reasons than for non-academic ones.

Why do women want to study?

This is a question nearly as difficult to understand and analyse as the previous one concerned with withdrawal from studies. There are no helpful easy indicators of motivation. What people want or say they want as they start a study is likely to change over time, as they experience the reality of study and as they discover whether they are likely to succeed or not. It also will vary according to the type of course they wish to take. A recent research study(5) differentiated between why students wanted to take a degree level course and why they wanted to study through the OU rather than through a full-time course.

Most people, in discussion, assume that the majority of adult students are concerned about their ability to find jobs. The evidence is that this is not the case. Only a small percentage (11%) are actively trying to change jobs. Rather more (23%) are engaged in trying to generally improve their career prospects, 29% of working men as compared with 20% of working women noting this.

More working women than men gave reasons that were not related to work. They wished generally to learn and also to make up for opportunities they had missed in the past.

The second of the two questions is perhaps the more significant. Students were also asked why they chose to study part-time rather than full-time. The majority of students, both men and women, are in work, and of those one-quarter of working women and one-third of working men stated that they could not afford to, or were not prepared to, live on a student grant. The financial sacrifice involved in giving up work was obviously too great. The most significant reason for women was not surprisingly related to their family responsibilities: over two thirds of all housewives gave as a reason the necessity to look after their families. Some ten percent of both working men and women also gave care of families and dependents as a reason. Apart from single parent families these include people looking after parents or disabled relatives.

Do women succeed very well?

In the tenth year of the Open University we are beginning to see the likely pattern of graduation for any one intake of students. (It is necessary to take a long view since students may and do spread their studies over several years.) Women, as noted earlier, are at some disadvantage, as they arrive at the OU with less post-school education and therefore fewer credit exemptions than men. This means they have more credits to achieve through OU study before graduation. Housewives, in particular, have significantly fewer credit exemptions; they also tend to study at a slower rate.

Since six credits are required for an ordinary degree and eight credits for an honours degree; two years is the shortest time in which anyone can graduate and three years for anyone with no credit exemptions. More men therefore tend to graduate in the earlier years than women. Although it is still too early to say what proportion of even the first intake will finally graduate, (over 3,000 are still studying) the figures are much higher than originally forecast. Men start off graduating more quickly, but figures for the first two intakes show women overhauling them over a five to six year period. By the end of 1977, 57.5% of all women starting in 1971 had graduated compared with 50.9% of all men.

So far 9,200 women have graduated from The Open University. Provided we can ensure that non-academic barriers, in particular finance, do not prevent an increasing number of women from applying to the OU, it is quite clear that *distance education is providing a very real additional opportunity for many women who would otherwise be unable to have access to more education.*

References

1. HMSO (1969), *Report of the Planning Committee for the Open University* to the Secretary of State for Education and Science, London, HMSO 1969.

2. Woodley Alan and McIntosh Naomi. E, *People who decide not to apply to The Open University - an enquiry into their reasons and social characteristics*, in mimeograph, The Open University 1976.

3. Woodley Alan, *Applicants who decline the offer of a place at The Open University - a preliminary report*, in mimeograph, The Open University 1978.

4. Woodley Alan and McIntosh Naomi E, *The Younger Student Pilot Scheme*, report on a pilot scheme for the entry of younger students to The Open University, in mimeograph, The Open University 1978.

5. McIntosh Naomi E. and Woodley Alan, *Combining education with working life or: the working student*, paper presented at the Fourth International Conference on Higher Education, Lancaster University, September 1978, in mimeograph, The Open University.

The author is particularly indebted to Moira Griffiths for her analysis of statistical data on the 1977 students prepared for the British Educational Research Association Seminar : *Women, Education, Research* : April 1978.

In addition thanks are due to Val Morrison who also provided statistical analysis and advice, and to Alan Woodley, fellow researcher on most of the research studies.